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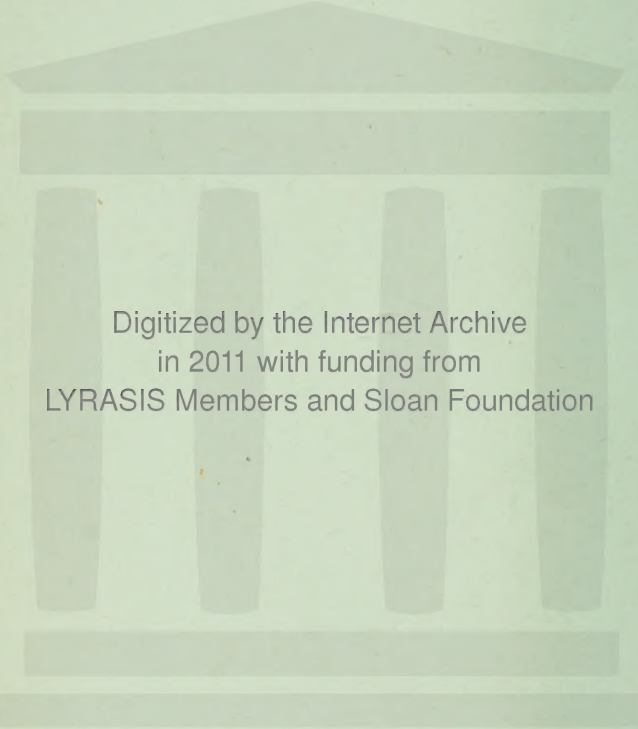
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HAVERFORD COLLEGE  
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# Haverford College Bulletin

VOL. XI.

TENTH MONTH, 1912

No. 1

Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10, 1902, at Haverford, Pa.,  
as Second Class Matter under Act of Congress of July 16, 1894

The College opened September 26th, with 167 students, including 48 Freshmen and 13 new additions to advance classes. The new members of the faculty are Thomas K. Brown, Jr., who comes as Instructor in German, and Robert R. Chamberlin, who takes the work in Physics temporarily vacated by Prof. Palmer. Dr. R. M. Gummere will perform the duties of the Dean for the year.

The treasurer's report contains the following items: The cost of running the College for the past year was \$121,305.81. To meet this there comes from invested funds \$69,921.96, and the balance, except \$122.28, was covered by cash receipts at the College for board and tuition, etc. The small deficiency is more than made up by receipts which appear elsewhere in the accounts; so that the work of the year shows a comfortable profit.

The donations paid in cash amount to \$54,090.78 from over two hundred donors. Besides this, land belonging to the Jacob P. Jones estate has been sold amounting to \$64,468.61. Salaries cost the college \$55,657.50. The rest of the expense was for feeding and caring for the students and keeping the real estate in repair. The Pension Fund, from which nothing has yet been drawn, has an accumulated income of \$16,077.29, and is increasing at the rate of about \$7,500 a year. The total income

producing endowment now amounts to \$1,746,694.59, an increase of \$115,228.14 during the year. Against this must be placed a debt of \$98,112.91, the accumulations of many years, for most of which there stand permanent and useful buildings, dormitories, professors' houses, farm-barn, etc.

It is difficult to determine the value of the real estate at the College. There are 225 acres of land and it is worth a great deal of money. The various buildings did not cost less than \$600,000. The high valuation of land is, however, of no advantage to the College.

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The past year shows the completion of the Chemical Hall and its equipment, the erection and furnishing of the Infirmary and the beginning of the addition to the Library to be used as a stack room. At the date of writing the last named is about ready to receive books. The Library now contains about 60,000 volumes and is increasing by some 2,000 or 3,000 a year. The addition will take care, when full, of some 80,000 or 90,000 books, though shelf room for one-third of this number has only as yet been supplied. The cases are of enameled steel and the room is light and airy.

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Other interesting donations should be mentioned. The class of '89 celebrated its twenty-fifth anniversary by the gift of granite steps and platform at the front of Founders Hall. So carefully has this been worked up that no one not in the secret would doubt that the steps were a part of the old building and erected in 1833. A bronze tablet announces the donation. Some other class might take care of the east steps in the same way.

The class of 1912 on Commencement Day presented to the College a fine gateway at the entrance to the grounds near the President's house.

The Drinking Fountain given to the college by Mrs.



Ernest F. Walton, after some delay at the quarry, is now erected—a beautiful specimen of plain, massive granite work, with the inscription: "A gift to the college from Ernest Forster Walton, '90, by B. W. W." It will be formally presented to the College on November 2d at 4.30 o'clock, and all are invited to attend. *bt*

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What else does the College need in the way of buildings? The heavy end of this task is attended to, but additions to Lloyd Hall Dormitory to accommodate our increasing numbers, a few large modern recitation rooms, and a Grand Stand for the Athletic Field are rather pressing needs. We have no doubt that they will be attended to by some loyal but as yet unknown friends.

---

A college mate of Edward Bettle, '61, for many years a most interested friend and a Manager of the College, thus writes of him:

"Any one knowing him as a man—knows him as a college student. Changing the years he was the same. Intelligent, sympathetic, helpful, a staunch friend; one with high ideals—always endeavoring to do the right and when combating evil, doing it so that no one was his personal enemy. His father once said to me that 'Edward had never wild oats to sow or to reap.' His heart was so pure, his mind so filled with better things, there was no room for active or passive evil. He was a good student, active in the societies, in athletics, and in all that was worth while. My valued intimacy with him began at Haverford in 1857. In the nearly fifty-five years to his death I never knew him to do an unworthy act."

---

The football season is in full swing. The game, especially on the field, is much better than it was a dozen years ago. This is largely due to the organization of the system of officials, a movement in which Dr. Babbitt has had a

conspicuous part. There seems to be very little of the intentional injury of opposing players, or the surreptitious violation of the rules, which were so noticeable of old. One rule, new this year, giving four "downs" instead of three to win ten yards, is working in the interest of heavy players, as against skill and agility, and is probably no advantage to the game.

Public sentiment should now be directed against the veiled purchase of players by money considerations, direct or indirect. This is likely, if not stopped, to break down the game by making it largely professional. It becomes a question as to the largest purse and the smallest conscience. The college authorities can, of course, regulate this to some extent, if they wish to, by demanding a full compliance with a reasonable standard of intelligence and knowledge. The difficulty usually lies with the alumni. Some wealthy ones are willing to advance indefinite sums and have the schools and colleges scoured for material. Said material will then find in some occult way, the expenses of a college made very light or even negative. The team then becomes the means of satisfying the sporting instinct of the investors, upon which wagers may be placed, and college loyalty(?) developed.

Of course a college which adopts these means can not be a satisfactory opponent for Haverford. There is not much satisfaction in beating it, and less in being beaten by it. We do not intend to start in this direction and every alumnus knows it. If any one would offer money for this purpose it should and would be refused. The legitimate position for a college to assume would be to gain its students without reference to athletics and then by coaching, good training and college spirit, induce them to play the best possible game. Such is our policy and we believe in it so much that we are willing even to be defeated. This will not happen, however, in general if the alumni give us their interest and encouragement, and Providence is not on the side of the strongest battalions.



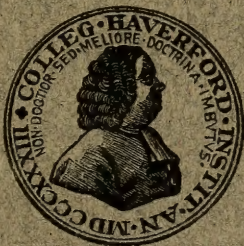
# HAVERFORD COLLEGE BULLETIN

VOL. XI

TENTH MONTH, 1912

No. 4

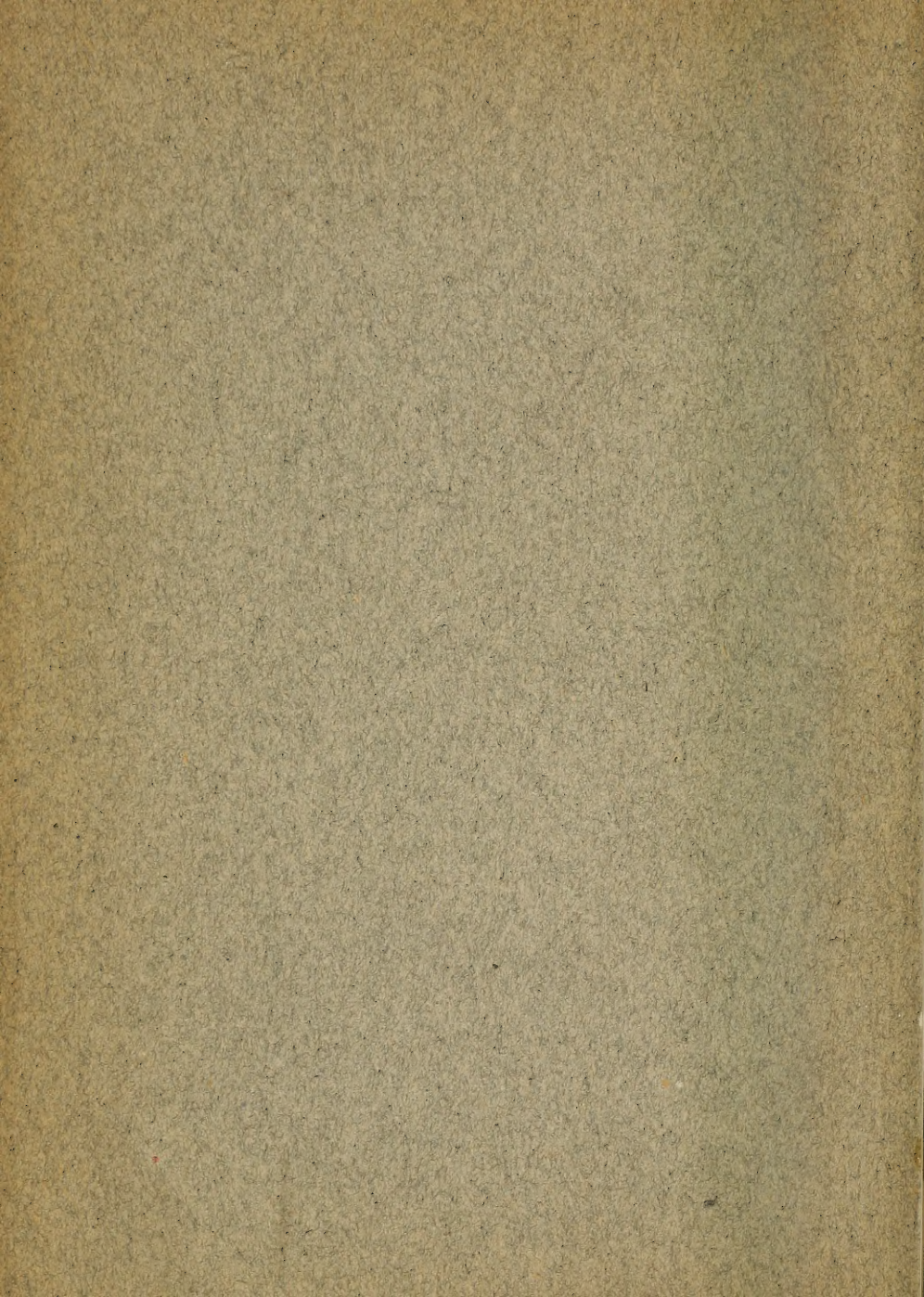
Reports of the Board of Managers  
President of the College and  
Treasurer of the Corporation  
1911-1912



Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10, 1902, at Haverford, Pa.,  
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THE CORPORATION  
OF  
HAVERFORD COLLEGE

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REPORTS OF  
BOARD OF MANAGERS  
PRESIDENT OF THE COLLEGE  
TREASURER OF THE CORPORATION

*PRESENTED AT THE ANNUAL MEETING*

TENTH MONTH 8TH, 1912

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THE JOHN C. WINSTON COMPANY  
PHILADELPHIA

# CORPORATION

## *President.*

T. WISTAR BROWN.....235 Chestnut St., Phila.

## *Secretary.*

J. STOGDELL STOKES.....Summerdale, Phila.

## *Treasurer.*

ASA S. WING.....409 Chestnut St., Phila.

## BOARD OF MANAGERS.

### *Term Expires 1913.*

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FRANCIS STOKES.....Locust Ave., Germantown, Phila.

GEORGE VAUX, JR.....1606 Morris Building, Phila.

STEPHEN W. COLLINS.....63 Wall St., New York, N. Y.

FREDERIC H. STRAWBRIDGE.....801 Market St., Phila.

J. HENRY SCATTERGOOD.....648 Bourse Building, Phila.

JONATHAN M. STEERE.....Girard Trust Co., Phila.

L. HOLLINGSWORTH WOOD.....Mt. Kisco, N. Y.

### *Term Expires 1914.*

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WILLIAM H. HAINES.....1136 Ridge Ave., Phila.

FRANCIS A. WHITE.....1221 N. Calvert St., Baltimore, Md.

JOHN M. WHITALL.....410 Race St., Phila.

ISAAC SHARPLESS.....Haverford, Pa.

MORRIS E. LEEDS.....4901 Stenton Ave., Germantown, Phila.

EDWARD W. EVANS.....711 Arcade Building, Phila.

### *Term Expires 1915.*

JAMES WOOD.....Mt. Kisco, N. Y.

ABRAM F. HUSTON.....Coatesville, Pa.

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THOMAS F. BRANSON.....Rosemont, Pa.

SETH K. GIFFORD.....Moses Brown School, Providence, R. I.

CHARLES J. RHOADS.....Girard Trust Co., Phila.

DANIEL SMILEY.....Mohonk Lake, N. Y.

ALBERT L. BAILY.....30 S. 15th St., Phila.

T. WISTAR BROWN, *President*  
235 Chestnut St., Phila.

CHARLES J. RHOADS, *Secretary*  
Girard Trust Co., Phila.

## STANDING COMMITTEES OF THE BOARD OF MANAGERS

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### *Executive Committee.*

GEORGE VAUX, JR.	JAMES WOOD
JOHN B. GARRETT	FREDERIC H. STRAWBRIDGE
ASA S. WING	JOHN M. WHITALL
CHARLES J. RHOADS	MORRIS E. LEEDS

### *Committee on Finance and Investments.*

WILLIAM H. HAINES	J. HENRY SCATTERGOOD
FRANCIS A. WHITE	CHARLES J. RHOADS

### *Committee on Accounts.*

FRANCIS STOKES	JONATHAN M. STEERE
J. STOGDELL STOKES	EDWARD W. EVANS
ALBERT L. BAILY	

### *Library Committee.*

CHARLES J. RHOADS	WALTER WOOD
SETH K. GIFFORD	L. HOLLINGSWORTH WOOD

### *Committee on College Property and Farm.*

SAMUEL L. ALLEN	ABRAM F. HUSTON
FRANCIS STOKES	FREDERIC H. STRAWBRIDGE
JOHN M. WHITALL	DANIEL SMILEY

The President of the Corporation is *ex officio* a member of all standing committees.



# FACULTY

1912-1913

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ISAAC SHARPLESS, Sc.D., LL.D., L.H.D.  
President and Professor of Ethics.

ALLEN CLAPP THOMAS, A.M.  
Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, Ph.D.  
John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, Ph.D., LL.D., Litt.D.  
Professor of English Literature.

HENRY SHERRING PRATT, Ph.D.  
David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.  
Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., Litt.D.  
Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.  
Registrar and Instructor in Drawing.

ALBERT SIDNEY BOLLES, Ph.D., LL.D.  
Lecturer on Commercial Law and Banking.

DON CARLOS BARRETT, Ph.D.  
Professor of Economics.

ALBERT ELMER HANCOCK, Ph.D.  
Professor of English.

LEGH WILBER REID, Ph.D.  
Professor of Mathematics.

*FACULTY.*

WILLIAM WILSON BAKER, PH.D.  
Associate Professor of Greek.

\*FREDERIC PALMER, JR., A.M.  
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.  
Associate Professor of Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.  
Acting Dean and Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.  
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.  
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.  
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.  
Instructor in German.

HENRY JOEL CADBURY, A.M.  
Instructor in Biblical Literature.

ROBERT ROY CHAMBERLAIN, A.B.  
Instructor in Physics.

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WILLIAM HENRY COLLINS, A.M.  
Superintendent of Buildings and Grounds.

HELEN SHARPLESS  
Assistant Librarian.

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\* Absent 1912-13.

*HAVERFORD COLLEGE.*

LESLIE WARREN FERRIS, A.B.  
Assistant in the Chemical Laboratory.

GARFIELD W. WEAVER  
Assistant in the Engineering Laboratory.

JOHN JOSEPH KEOGH  
Assistant Physical Director.



## ANNUAL REPORT OF THE BOARD OF MANAGERS FOR THE YEAR 1911-1912

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*To the Corporation of Haverford College:*

Haverford College has completed another year of its existence, and in looking back over the record your Board of Managers believe that substantial progress has been made without loss of the good inheritance which has come down to us from the past.

A large class was graduated last spring, but the enrolment this fall gives promise of a full College for the coming year.

The buildings and grounds have been well maintained. During the year the Infirmary, presented to the College by John T. Morris, of the Class of 1867, has been completed and turned over to the Corporation. This building has been constructed and equipped in the most approved manner. It is a most valuable and needed addition to the plant, and the thanks of the friends of Haverford College are due the donor for this generous gift. As previously announced, an Endowment Fund for the maintenance of the Infirmary has been subscribed and most of these subscriptions have now been paid over to our Treasurer.

Through the kindness of a friend of the College, sufficient funds were contributed to cover the cost of construction of a much-needed stack room as an addition to the Library.

## *HAVERFORD COLLEGE.*

This work is nearly completed and part of the stack room has been equipped with shelves. When further gifts for this purpose are received the remaining shelves will be installed. Another improvement has been a set of new stone steps for the south porch of Founders Hall, donated by the Class of 1887 in commemoration of its twenty-fifth anniversary.

The financial statement shows a small deficit for the year. This is due to the fact that \$6,000 was appropriated toward paying off the amount previously expended for building the new barn and for improvements to President Sharpless's house. This, together with some receipts for previous years, reduces the debt of the College to \$98,112.91.

The invested funds of the Jacob P. Jones Endowment Fund have been materially increased by proceeds of real estate sold amounting to \$64,468.61.

Other funds have also been increased by gifts and otherwise, notably the John Farnum Brown Fund for Bible Study and Religious Teaching, to which the founder of the fund added \$23,355.41 during the year.

The Pension Fund established in 1910 has been increased more than \$7,000 from income for the year.

Gifts amounting to \$54,090.78 from more than two hundred donors have been received.

Your Board desires to record its appreciation of the generosity of the many friends of the College who have contributed so liberally to its needs and to express its sense of responsibility for the proper administration of the trusts committed to its care.

Since our last report Edward Bettie, Jr., and Howard Comfort, both members of your Board, have deceased.



### MANAGERS' REPORT.

They served as Managers most faithfully for many years and your Board adopted minutes expressing its sense of loss in their death and its appreciation of their devotion to the best interests of the College during their long and faithful service. To fill the vacancies caused by these deaths Albert L. Baily and L. Hollingsworth Wood were chosen.

In the report of President Sharpless will be found a detailed account of the academic work at the College, some changes in the Faculty and the improvements made to the plant.

The Board desires to record its appreciation of the work of the Faculty and of all others connected with the institution.

By order of the Board.

(Signed) T. WISTAR BROWN, *President.*

CHARLES J. RHOADS, *Secretary.*

PHILADELPHIA, PA., Tenth month 7th, 1912.

## PRESIDENT'S REPORT

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### *To the Board of Managers:*

**Attendance** The President reports the register of attendance of students during the year 1911-12 as 164.

For 1912-13 there are now entered 167, of whom 48 are Freshmen and 13 are new admissions to the advanced classes.

There were graduated in 1912, 47 students, of whom 3 received the degree of Master of Arts, 33 of Bachelor of Arts and 11 of Bachelor of Science.

**Faculty  
Changes**

The Faculty changes for the coming year are not numerous. Clarence E. Norris, who was appointed three years ago to fill a temporary vacancy, and whose work was so satisfactory that he has found a position with us for the two succeeding years, is now replaced by the regular appointee, Thomas K. Brown, Jr., as Instructor in German. Frederic Palmer, Jr., Dean and Associate Professor of Physics, is granted a year's leave of absence. His deanship will be temporarily occupied by Dr. Richard M. Gummere, and Robert R. Chamberlain, of Harvard, will teach the classes in Physics.



## *PRESIDENT'S REPORT.*

The following lectures outside the regular Lectures courses have been given during the year.

### Haverford Library Lectures:

By Terrot Reaveley Glover, M.A., Cambridge University Lecturer on Ancient History:

"John Bunyan."

3d mo. 25th, 1912.

"The Great Age of Greece."

3d mo. 28th, 1912.

"Herodotus."

4th mo. 1st, 1912.

"Euripides."

4th mo. 8th, 1912.

Thomas Shipley Lecture on English Literature:

"Robert Browning," by Dr. J. Duncan Spaeth, Professor of English in Princeton University.

2d mo. 20th, 1912.

### The Haverford Faculty Lectures:

"The Influence of Woman," by Professor A. G. H. Spiers.

12th mo. 13th, 1911.

"The Gyroscope and the Monorail Car," by Professor F. Palmer, Jr.

1st mo. 10th, 1912.

*HAVERFORD COLLEGE.*

"Ancient Ways in Modern Greece," by  
Professor W. W. Baker.

2d mo. 21st, 1912.

"Some New World Landmarks and Their  
Historic Significance," by Professor R. W.  
Kelsey.

3d mo. 13th, 1912.

"Life in the Deep Sea," by Professor H. S.  
Pratt.

4th mo. 24th, 1912.

The Haverford Summer School Evening  
Lectures:

"Stories of Life in the Ghetto," by Mary  
Agnes Best, of New York City.

6th mo. 24th, 1912.

"The Spiritual Life and How to Deepen It,"  
by Dr. Hugh Black, Professor of Homiletics  
in Union Theological Seminary, New York  
City.

6th mo. 25th and 26th, 1912.

"Apocalypse and Prophecy," by Professor  
Frank C. Porter, Professor of Biblical Theology  
in Yale Divinity School, New Haven, Conn.

6th mo. 27th, 1912.

"City Management and the Duties of Good  
Citizens," by Alexander M. Wilson, Assistant  
Director of Public Health and Charities,  
Philadelphia, Pa.

6th mo. 28th, 1912.

*PRESIDENT'S REPORT.*

"The Heart of the Christian Message,"  
by Dr. George Hooper Ferris, Pastor of the  
First Baptist Church, Philadelphia, Pa.

7th mo. 1st, 1912.

"The Country Church Problem," by Dr.  
Warren H. Wilson, of the Presbyterian Board  
of Home Missions, New York City.

7th mo. 2d, 1912.

Other Lectures:

"Two and One-half Centuries of Quakerism  
in England," by Norman Penney, Librarian  
of Devonshire House Library of London.

10th mo. 30th, 1911.

"The Problem of Punishment for Minor Of-  
fenses," by Richard Warren Barrett. Lecture  
delivered under the auspices of the Haverford  
Union.

11th mo. 1st, 1911.

Address by Dr. Inazo Nitobé, First Exchange  
Lecturer from the Japanese Government to  
the United States.

1st mo. 8th, 1912.

"Roman Ruins in Southern France," by  
Dr. Wilfred P. Mustard, Professor of Latin  
in Johns Hopkins University.

1st mo. 19th, 1912.



*HAVERFORD COLLEGE.*

"The Problem of Pure Water and the Relation of Pure Water to Public Health," by Dr. David Wilbur Horn, Consulting Chemist of the Board of Health of Lower Merion Township.

1st mo. 25th, 1912.

"Feeble-Mindedness as a Social Menace," by Dr. Henry Herbert Goddard, Director of Department of Research, Training School for Feeble-Minded Children, Vineland, N. J.

2d mo. 15th, 1912.

"Playing the Game, a Statement of a Life Philosophy in Terms of Sportsmanship," by Dr. George E. Vincent, President of the University of Minnesota.

4th mo. 2d, 1912.

"Photography as an Aid to Music," by Richard Zeckwer, Director of the Philadelphia Musical Academy. Lecture delivered under the auspices of the Scientific Society.

4th mo. 4th, 1912.

"Ruined Cities of Asia Minor, Including some of the Seven Churches," by Professor D. M. Robinson, of Johns Hopkins University. Lecture delivered under the auspices of the Classical Club.

4th mo. 26th, 1912.

*PRESIDENT'S REPORT.*

"Picturesque Sicily," by S. P. Stambach.  
Lecture delivered under the auspices of the  
Classical Club.

5th mo. 15th, 1912.

Miscellaneous:

Opening of the new Chemical Hall, with  
addresses by Edgar Fahs Smith, Provost of  
the University of Pennsylvania, and others.

10th mo. 25th, 1911.

Joint Recital by Austin Conradi and Arthur  
Conradi, under the auspices of the Music  
Study Club.

12th mo. 8th, 1911.

Laying the corner stone of the new Morris  
Infirmary.

3d mo. 15th, 1912.

Fourteenth Annual Meet of the Intercol-  
legiate Association of Amateur Gymnasts of  
America.

3d mo. 22d, 1912.

"Molière's 'Le Bourgeois Gentilhomme,' "  
presented by members of French IV and  
ladies of the Thursday Afternoon French Class.

3d mo. 27th, 1912.

Junior Day.

4th mo. 12th, 1912.

## HAVERFORD COLLEGE.

Open Air Play on the Lawn. "Twelfth Night," by the Ben Greet Woodland Players.  
5th mo. 20th, 1912.

Annual Contests in Public Speaking for the Everett Society Prize and for the Alumni Prize in Oratory.

5th mo. 21st, 1912.

Senior Class Day.

6th mo. 13th, 1912.

Commencement Day. Commencement Exercises in Roberts Hall, with address by Elmer Ellsworth Brown, Ph.D., LL.D., Chancellor of New York University.

6th mo. 14th, 1912.

## MATERIAL IMPROVEMENTS

Science Hall  
and  
Equipment

The year 1911-12 will be a marked one in the history of Haverford College for the great liberality of its friends and the rapid development of its material resources. At the end of last year our Chemical Hall was finished. During the summer its furniture and scientific equipment were added and Dr. Hall had the satisfaction of starting the year in one of the most modern and convenient buildings of its kind to be found among the smaller colleges.

At the same time the subscriptions for scientific purposes enabled us to spread the biological and physical departments over the old



## *PRESIDENT'S REPORT.*

chemical quarters in Founders Hall and furnish them with considerable new machinery, so that they have benefited almost as much as chemistry. We have been enabled also to find a habitation and new cases for a part of our fine collection of birds, which, through the energy of Albert L. Baily, Jr., has been placed in good condition and classified.

The Infirmary, which was a prospect one **The Infirmary** year ago, is now completed and furnished. This gem of a building, erected and equipped, as a tablet on its walls explains, as a memorial to James T. and Isaac W. Morris, leaves nothing to be desired. The donor has given many weeks of careful study to its details. Externally it is beautiful if plain. Within, the planning of the rooms, the comfort of the ailing, the needs of the doctor and nurse, the demands of sanitation, have been the subject of much investigation and study, and time alone will show how much future generations of Haverfordians will owe to the careful forethought as well as the liberality of John T. Morris. The only criticism one hears is that it will become too attractive a feature of our life, so much more so than our class rooms and library that sickness will become unduly prominent.

The plethora of books in our library, now **Library Building** about 60,000 volumes, loudly demanded increased space. It seemed better to build at once a fire-proof stack room, capable of hous-

### HAVERFORD COLLEGE.

ing 80,000 or 90,000 books, which will meet our demands for a long time to come. In this addition there will be no reading accommodations, simply white enameled steel cases so close together as to admit of passage-ways among them, and rising from the floor in three tiers, each seven feet high. This building is the donation of a friend whose benefactions are numerous, but whose name, according to his own wish, seldom is seen in our announcements. On the inside is placed the following inscription: "In memory of | Jacob Paul Jones | 1806-1885 | whose munificent gift | of his estate | has enabled this College | to develop the design | of its founders. | 1912." One tier of cases has been provided by the donations of other friends.

The reading room of the Union was not furnished with the rest of the building. Through the care of the donor to have every detail appropriate and tasteful, and the aid of others of our friends, we are able to point to a handsomely furnished room worthy to be seen with the rest of the Hall. It is becoming more and more evident how useful a place the Union fills in our College life.

The Class of 1912, just graduating, left us as a present to the College, a gateway at the entrance to the grounds near the house of the President.

The Class of 1887 has donated an appropriate entrance to the south porch of Founders

## *PRESIDENT'S REPORT.*

Hall consisting of granite steps and a cement platform, permanently supported by iron beams.

In addition to these donations for material purposes, we are pleased to record an addition of \$23,355 to the John Farnum Brown Fund for Bible Study and Religious Teaching. This fund now amounts to \$210,000. The salaries of Rufus M. Jones and Henry J. Cadbury are now entirely covered by this fund and part of that of the President.

The College has been growing of recent years, not every year, but in the main steadily. This has come about without any lowering of our published requirements and with an increasing stringency in our demands for fidelity to our standards for entrance, for promotion from class to class and for graduation. The gain in numbers therefore represents a gain in public appreciation which is likely to be permanent. We are, consequently, confronted with the alternative, either of fixing a maximum attendance, with still greater rigidity of requirements, or of increasing our dormitory capacity. It seems to me desirable at present to proceed in the latter direction, either by the adaptation of some building now rented, to the needs of the students, or by adding one or more sections to Lloyd Hall. The former plan would be temporary and not very satisfactory either for disciplinary or

College  
Growth



## HAVERFORD COLLEGE.

economical reasons. If possible it would be desirable, therefore, to look towards the erection, ready for use in the fall of 1913, of at least one additional section of Lloyd Hall, accommodating eight students and costing from \$10,000 to \$12,000.

### Entrance Examinations

The alternative plan for entrance spoken of in my last report went into effect with the examinations for the current year. It will be noted that the purpose of this plan was to offer to well-prepared candidates, more especially those who decided to come to Haverford within a year of the time of admission, an opportunity to present a complete school record for four years, and be examined on those advanced subjects which would be a fair test of their fitness to our work, without the necessity of taking in detail every one of the more elementary subjects which they had laid aside two or more years before.

The present fall eighteen candidates availed themselves of this opportunity. Owing to a misunderstanding, perhaps natural under the circumstances, some assumed that this meant an ordinary school certificate on the unexamined subjects, with the liberty of trying the others and being conditioned on the failures. This was not the purpose of the plan. It was intended to require that all the main subjects of examination should be presented at one time and all passed creditably, so that the students should enter without any conditions.

## *PRESIDENT'S REPORT.*

The forthcoming catalogue, it is intended, shall add such explanations as our experience shows are needed to make the plan efficient. At present it seems probable that as soon as the boys and their teachers find that it is not an easier way to be admitted, it will accomplish its purpose. There is little or nothing to be gained by the average boy, who can take preliminary examinations in the usual order, accepting the new plan.

During the year ending Ninth month 30th, Library 1912, there were added to the Library 1,780 volumes, of which 988 were bought, 170 were gifts from various persons, 22 were for the William H. Jenks collection, 11 were exchanges for duplicates, 318 came from the United States government "on deposit," and 271 were periodicals and pamphlets bound. The total number of bound volumes in the Library on the above date was 59,358.

During the year 8,559 volumes were withdrawn for use outside the building. Of this number 4,579 were withdrawn by students, 2,361 by members of the Faculty and others connected with the College, 778 by residents on the College grounds and in the neighborhood, and 841 were withdrawn for use over night. Owing to the employment of the open-shelf system, it is not possible to record the volumes used within the building.

The Library is under obligations to many friends for gifts.

## HAVERFORD COLLEGE.

Opening of  
Chemistry  
Hall

On Tenth month 25th was held a meeting in the Union to announce the opening of the new Hall for Chemistry. Dr. Edgar F. Smith, Provost of the University of Pennsylvania, and a chemist of distinction, made the principal address. After speaking of the practical uses of laboratories, he closed in these words which are worthy to be perpetuated:

"I am sure that you will now agree that my contention that the chemical laboratory is near to us has been demonstrated, but I can't conclude without expressing my personal gratification to you, President Sharpless, and to those in authority at Haverford, for the new laboratory opened officially to its students this day. I regard it as an evidence of the appreciation in which you hold your Professor of Chemistry. I take it to be your way of expressing to him the confidence he has won by his long period of devoted service to the College and her sons. I have known Dr. Hall longer than you have known him,—we were friends in student days when his brilliant experimental work received the hearty commendation of our German professors, and later as a Fellow in Johns Hopkins, where his industry and keen insight into most perplexing problems aided President Remsen in founding his splendid school of research. In all these years Dr. Hall has given himself so entirely to his subject that his knowledge of it has become profound. As a teacher I do not



## *PRESIDENT'S REPORT.*

exaggerate when I say that he is second to none. In his old laboratory, while quietly solving numerous problems of research, he has given unreservedly and unstintedly of himself to his pupils, believing their life-preparation to be his first duty, and how many there are at this moment, deep in the industries, who owe their successes to his watchful care, to his honest, hearty teachings. At the present moment the one chemist of our country upon whom the venerable and honored universities of the old world are showering academic honors to overflowing—the first and only American to deliver the Faraday lecture—is the brilliant and inimitable experimenter—Theodore William Richards—whose early lessons in chemistry were received from Dr. Hall in your old building. One such product, shedding glory and good report upon alma mater and teacher alike, is well worth the effort of years. Well may you be proud of teacher and pupil, and those of us without the fold will cheerfully add our congratulations and unite with you in prayers that as future classes gather in the new laboratory, they may gain not only a better insight into nature, achieve honor and reputation for themselves and Haverford, but that in so doing they may realize more forcibly than ever that back of all study, back of all research, stands God who kindly reveals and unfolds His thoughts in every phenomenon of nature. To His service

## HAVERFORD COLLEGE.

and His glory may all future labors in the new laboratory be dedicated."

### Our Relation to Schools

The "progressive movement" has invaded education. At a recent meeting of the High School section of the National Education Association, a definite plan was formulated and presented to the colleges. This involves serious changes in the requirements for admission to college. Practically the high schools ask that any subject they choose to teach shall be accepted by the colleges as satisfactory. Such matters as the manual and mechanic arts, household science and commercial subjects are specially mentioned. To make room for them, foreign languages may be reduced to two years' study of one modern language or in some cases omitted altogether. In certain contingencies no mathematics is to be required. The argument is that many students of the public schools, either from intellectual limitations or the exigencies of early life, are deprived of the advantage of studying the college subjects till too late to make the necessary preparations and hence their ambition is checked and their opportunities lost. If every student who successfully completes a four years' high school course, would thereby be admitted to college many a boy and girl would find a way to get there.

The attitude towards this demand has been varied. Some colleges, like Cornell and

## *PRESIDENT'S REPORT.*

Chicago, have partially yielded, accepting such students on probation. The most of the older ones have not as yet modified their standards. The result will probably be that two sorts of colleges will develop. There will be some which will recognize this popular "vocational" demand and will introduce courses where these subjects may be continued. There will be others which will consider, as in the past, the disciplinary and cultural value of studies and their relation to college work and will refuse to modify seriously the present conditions. They will feel that to make scholars it will be necessary to have the proper foundation, and that the failure to have acquired a fair amount of linguistic and scientific attainment in school is almost fatal to high scholarship in the college. It would mean, moreover, that elementary subjects would have to be taken up after admission and the work in the "practical" subjects would be useless in this relation.

Haverford is likely to adhere to the idea that a boy upon entrance is better off with Latin and mathematics for effective college work than with bookkeeping and manual training. If other colleges choose to think otherwise they will be performing a useful work in harmony with present American demands, and need receive no criticism; but it is hardly our function. Our primary duty is to preserve the standards and quality of our graduates as men

*HAVERFORD COLLEGE.*

and scholars, and we shall have plenty of patronage to satisfy our modest demand from those who want our instruction. We believe that our graduates, even when tested by the standards of "practical" ability and efficiency, will justify our course.

ISAAC SHARPLESS.



## PUBLICATIONS OF THE FACULTY

1911-1912

BABBITT, JAMES A.—*Athletic Number*, Haverford College Bulletin, Vol. X, No. 7, June, 1912, pp. 91.

*Operative Surgery on the Nasal Septum*. Medical Times, New York, September, 1912. (Reprint.)

BAKER, WILLIAM W.—*Ancient Ways in Modern Greece*. American Journal of Archæology, Vol. XVI, No. 1, March, 1912, pp. 106-107.

BARRETT, DON C.—Review of *History of Money in the British Empire and the United States*, by A. F. Dodd. Annals of the American Academy of Political and Social Science, Vol. XLI, pp. 339-340.

BOLLES, ALBERT S.—*Mr. Aldrich's Report*. North American Review, Vol. CXCIV, March, 1912, pp. 310-318.

A Revised Edition of Troubat and Kaly's *Common Law Practice in Pennsylvania*, Vols. 1 and 2. George T. Bisel Co., Philadelphia, 1912. In Press.

GUMMERE, FRANCIS B.—*Rousseauism*. The Nation, New York, Vol. XCIV, January 18, 1912, pp. 54-55.

*Old English Ballads in the School*. The English Journal, April, 1912.

*Old English Ballads*. Ginn and Co., Eighth Edition, 1912.

*Handbook of Poetics*. Ginn and Co., Sixteenth Edition, 1912.

JONES, RUFUS M.—*Stories of Hebrew Heroes*. Headley Bros., London, 1911, pp. 160.

*Two Conceptions of God*. Friends' Quarterly Examiner, January, 1912, pp. 107-118.

KELSEY, RAYNER W.—*A Weak Spot in History Teaching*. History Teacher's Magazine, Vol. III, February, 1912, p. 35.

*The Critical Attitude*. History Teacher's Magazine, Vol. II, March, 1912, p. 57.

HAVERFORD COLLEGE.

KELSEY, RAYNER W.—(Continued)—

*The Originator of the Federal Idea.* The Nation, (New York), Vol. XCIV, June 6, 1912, pp. 562-563.

*The Planting of Quakerism on the Pacific Coast.* Bulletin of Friends' Historical Society, Philadelphia, Vol. IV, March, 1912, pp. 98-100.

PALMER, FREDERIC, JR.—Note on *Electrically Produced Water Ripples.* Physical Review, Vol. CLXXXVII, December, 1911, pp. 528-530.

PRATT, HENRY S.—*Trematodes of the Gulf of Mexico.* Verhandlungen des VIII. Internationalen Zoologen-Kongresses zu Graz. January, 1912, pp. 780-781.

*On the Number of Known Species of Animals.* Science, Vol. XXXV, March 22, 1912, pp. 467-468.

*The Four Periods in the Development of the Modern Zoological System.* Popular Science Monthly, Vol. LXXX, March, 1912, pp. 298-302.

ROWE, JOSEPH E.—*Bicombinants of the Rational Plane Quartic and Combinants of the Rational Plane Quintic,* Translations of the American Mathematical Society, Vol. XIII, No. 3, July, 1912.

SHARPLESS, ISAAC.—*What can the Colleges do to Encourage More Thorough Work in Fundamental Subjects in the Schools?* Proceedings of the Association of Colleges, 1911, pp. 12-20.

SPIERS, A. GUY H.—Review of *Perfect French Possible* (Knowles-Favard), Modern Language Notes, Vol. XXVI, Nov., 1911, pp. 231-232.

THOMAS, ALLEN C.—Editorial work and articles in the Bulletin of the Friends' Historical Society of Philadelphia.

*A History of the United States*, edition of 1901, brought up to date and published with a parallel Yiddish translation, under the auspices of the Jewish Press Publishing Co., New York, 1912, 2 vols., pp. 1116.

# SUMMARY OF THE ACCOUNT OF THE TREASURER OF THE CORPORATION OF HAVERFORD COLLEGE

For the Year ending Eighth mo. 31st, 1912.

## RECEIPTS.

### Income from investments:

General Endowment Fund.....	\$4,920.36
Thomas P. Cope Fund.....	287.13
Edward Yarnall Fund.....	300.80
Alumni Library Fund.....	826.07
Isaiah V. Williamson Fund.....	951.56
John Farnum Memorial Fund.....	1,912.01
John M. Whitall Fund.....	502.63
Richard T. Jones Scholarship Fund.....	225.00
David Scull Fund.....	1,883.67
Edward L. Scull Fund.....	555.41
Wistar Morris Memorial Fund.....	208.26
Mary Farnum Brown Library Fund.....	1,609.35
Mary M. Johnson Scholarship Fund.....	371.06
Sarah Marshall Scholarship Fund.....	353.21
Israel Franklin Whitall Fund.....	594.77
Jacob P. Jones Endowment Fund.....	39,855.86
Clementine Cope Fellowship Fund.....	1,320.82
John Farnum Brown Fund for Bible Study and Religious Teaching.....	8,160.79
Ellen Waln Fund.....	542.88
Clementine Cope Endowment Fund.....	1,072.55
Nathan Branson Hill Trust.....	10.15
Thomas Shipley Fund.....	229.50
Elliston P. Morris Fund.....	46.75
Joseph E. Gillingham Fund....	2,449.79

# HAVERFORD COLLEGE.

President Sharpless Fund.....	\$2,163.18	
Henry Norris Fund.....	209.92	
John B. Garrett Reading Prize Fund.....	73.50	
William P. Henszey Fund.....	1,794.52	
Jacob P. Jones Benefit Fund.....	2,784.29	
Pliny Earle Chase Memorial Fund.....	214.31	
Special Endowment Fund.....	490.00	
Special Library Fund.....	245.00	
Haverford College Pension Fund.....	218.33	
Infirmary Endowment Fund.....	181.63	
John W. Pinkham Fund.....	180.68	
Justus C. Strawbridge Fund.....	490.00	
		<hr/> \$78,235.74
Board and tuition, cash.....	\$49,405.50	
Board and tuition, scholarships.....	14,975.00	
		<hr/> 64,380.50
Board and tuition for succeeding year.....	2,115.22	
Board of professors.....	1,035.90	
Rents.....	3,300.00	
Stationery, etc.....	1,444.02	
Farm.....	486.15	
Income credited to Contingent Account.....	597.79	
Receipts for account of previous years.....	620.08	
Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund.....	64,468.61	
Interest refunded by Mortgage Trust Co.....	1,076.75	
<b>Donations:</b>		
For new Science Hall and equipment.....	\$10,815.00	
To increase John Farnum Brown Fund.....	23,355.41	
For Library improvements.....	11,530.00	
For Infirmary Endowment Fund.....	5,555.35	
For salaries, scholarships, etc.....	2,835.02	
		<hr/> 54,090.78
Money borrowed temporarily.....	199,000.00	
<b>Investments realized:</b>		
General Endowment Fund.....	\$8,000.00	
Thomas P. Cope Fund.....	500.00	



## TREASURER'S REPORT.

Alumni Library Fund.....	\$1,000.00	
Isaiah V. Williamson Fund.....	1,000.00	
John M. Whittall Fund.....	3,000.00	
David Scull Fund.....	8,500.00	
Edward L. Scull Fund.....	500.00	
Mary Farnum Brown Library Fund.....	6,000.00	
Jacob P. Jones Endowment Fund.....	74,087.00	
Clementine Cope Fellowship Fund.....	1,500.00	
Jacob P. Jones Benefit Fund.....	3,500.00	
Haverford College Pension Fund.....	300.00	
	<hr/>	\$107,887.00
Balance on hand Eighth month 31st, 1911:		
In the hands of the President.....	\$1,683.35	
In the hands of the Treasurer.....	283.95	
	<hr/>	1,967.30
		<hr/>
		\$580,705.84
		<hr/>

## PAYMENTS.

Salaries.....	\$55,651.50
Provisions.....	19,426.31
Wages.....	13,371.32
Repairs and improvements.....	6,763.24
Fuel and lights.....	7,082.34
Interest.....	3,245.36
Family expenses and furniture.....	3,046.64
Lawn and garden.....	3,487.39
Taxes.....	2,284.77
Incidentals.....	422.11
Scientific equipment.....	547.04
Gymnasium, etc.....	350.51
Printing and advertising.....	1,455.28
Insurance.....	333.30
Books, etc., from income Alumni Library Fund	811.10
Books, etc., from income Special Library Fund.	196.00
Books, etc., from income Mary Farnum Brown Library Fund.....	1,029.52

# HAVERFORD COLLEGE.

Lectures from income Mary Farnum Brown Library Fund.....	\$475.00
Lectures from income Thomas Shipley Fund...	175.00
Annuity from Pliny Earle Chase Memorial Fund.....	100.00
Prizes from income John B. Garrett Reading Prize Fund.....	34.05
Prizes from income John Farnum Brown Fund.	38.03
Expense of Summer School from Income Special Endowment Fund.....	980.00
	<hr/> \$121,305.81

## Scholarships and Fellowships:

Income General Endowment Fund.....	\$1,500.00
Income Thomas P. Cope Fund.....	200.00
Income Edward Yarnall Fund.....	300.00
Income Isaiah V. Williamson Fund.....	900.00
Income Richard T. Jones Scholarship Fund..	225.00
Income Mary M. Johnson Scholarship Fund	300.00
Income Sarah Marshall Scholarship Fund...	350.00
Income Jacob P. Jones Endowment Fund...	9,200.00
Income Clementine Cope Fellowship Fund..	1,800.00
Income Joseph E. Gillingham Fund.....	800.00
	<hr/> 15,575.00

## Paid out of Donation Account:

For new Science Hall and equipment.....	\$9,619.38
For Library improvements.....	7,103.40
For salaries, scholarship, etc.....	2,840.01
	<hr/> 19,562.79

Paid temporarily on account of loans, out of funds awaiting investment.....	157,500.00
---	------------

## Investments made:

General Endowment Fund.....	\$8,450.00
Thomas P. Cope Fund.....	900.00
Alumni Library Fund.....	936.25
Isaiah V. Williamson Fund.....	950.00
John Farnum Memorial Fund.....	698.75
John M. Whittall Fund.....	3,308.75

### TREASURER'S REPORT.

David Scull Fund.....	\$8,426.25	
Mary Farnum Brown Library Fund.....	5,781.25	
Jacob P. Jones Endowment Fund.....	162,280.00	
Clementine Cope Fellowship Fund.....	936.25	
John Farnum Brown Fund for Bible Study and Religious Teaching.....	25,270.00	
President Sharpless Fund.....	500.00	
Henry Norris Fund.....	500.00	
Jacob P. Jones Benefit Fund.....	22,536.25	
Haverford College Pension Fund.....	9,210.00	
Infirmity Endowment Fund.....	8,890.50	
John W. Pinkham Fund.....	4,980.00	
	<hr/>	\$264,554.25
Balance on hand Eighth month 31, 1912:		
In the hands of the President.....	\$2,051.69	
In the hands of the Treasurer.....	156.30	
	<hr/>	2,207.99
		<hr/>
		\$580,705.84
		<hr/> <hr/>

## FINANCIAL STATEMENT

For the Year ending Eighth month 31st, 1912

Expenses of running the College, as per foregoing statement of the Treasurer.....	\$121,305.81
Charged off for cost of barn and President Sharpless's house improvements for last year and this.....	6,000.00
	<hr/> \$127,305.81
Net cash receipts for board and tuition, rents, farm and from all other sources connected with the business of the College.....	57,261.57
	<hr/>
Leaving a deficiency of .....	\$70,044.24
Income from Invested Funds and Donations applicable to Scholarships and running expenses.....	69,921.96
	<hr/>
Leaving net deficiency for the year.....	\$122.28

## REPORT ON EACH FUND

### THOMAS P. COPE FUND.

Founded 1842.

Par value of invested funds.....	\$6,000.00
Principal uninvested.....	90.36
	<hr/>
Total fund.....	\$6,090.36
Income overdrawn at beginning of year.....	\$48.63
Income received during the year.....	287.13
	<hr/>
	238.50
Paid for the Thomas P. Cope Scholarships.....	200.00
	<hr/>
Income on hand at end of the year.....	\$38.50



## *TREASURER'S REPORT.*

### **GENERAL ENDOWMENT FUND.**

**Established 1847 and increased from time to time since.**

Par value of invested funds.....	\$104,100.00	
Principal uninvested.....	122.62	
		<hr/>
Total fund.....	\$104,222.62	
Income received during the year.....	4,920.36	
Paid for scholarships.....	\$1,500.00	
Paid for general college expenses.....	3,420.36	
		<hr/>
		4,920.36

### **EDWARD YARNALL FUND.**

**Founded 1860.**

Par value of invested funds.....	\$6,100.00	
Principal uninvested.....	47.46	
		<hr/>
Total fund.....	\$6,147.46	
Income on hand at beginning of year.....	\$97.70	
Income received during year.....	300.80	
		<hr/>
		398.50
Paid for the Edward Yarnall Scholarships.....	300.00	
		<hr/>
Income on hand at end of year.....		\$98.50

### **ALUMNI LIBRARY FUND.**

**Established by the Alumni Association, 1863.**

Par value of invested funds.....	\$18,650.00	
Principal uninvested.....	153.12	
		<hr/>
Total fund.....	\$18,803.12	
Income overdrawn at beginning of year.....	\$13.83	
Income received during the year.....	826.07	
		<hr/>
		812.24
Paid for books, etc.....	811.10	
		<hr/>
Income on hand at end of year.....		\$1.14

*HAVERFORD COLLEGE.*

**ISAIAH V. WILLIAMSON FUND.**

**Founded 1876 and increased 1883.**

Par value of invested funds.....	\$21,800.00
Principal uninvested.....	331.80
<hr/>	
Total fund.....	\$22,131.80
Income on hand at beginning of year.....	\$266.59
Income received during the year.....	951.56
<hr/>	
	1,218.15
Paid for scholarships.....	900.00
<hr/>	
Income on hand at end of year.....	\$318.15

**JOHN FARNUM MEMORIAL FUND.**

**Established 1878, increased by Legacy of Elizabeth H. Farnum  
in 1899.**

Par value of invested funds.....	\$41,200.00
Principal uninvested.....	75.30
<hr/>	
Total fund.....	\$41,275.30
Income received during the year.....	1,912.01
Paid toward support of Chair endowed by this fund....	1,912.01

**JOHN M. WHITALL FUND.**

**Founded in 1880.**

Par value of invested funds.....	\$10,500.00
Principal uninvested.....	220.46
<hr/>	
Total fund.....	\$10,720.46
Income received during the year.....	502.63
Appropriated for salaries.....	502.63

**RICHARD T. JONES SCHOLARSHIP FUND.**

**Founded by Will of Jacob P. Jones, 1885.**

Par value of the fund.....	\$5,000.00
Income received during the year.....	225.00
Paid for Richard T. Jones Scholarship.....	225.00

## *TREASURER'S REPORT.*

### **DAVID SCULL FUND.**

#### **Founded 1885.**

Par value of invested funds.....	\$47,200.00
Principal uninvested.....	116.12
Total fund.....	<hr/> \$47,316.12
Income received during the year.....	1,883.67
Paid toward salaries, etc.....	1,883.67

### **EDWARD L. SCULL LEGACY.**

#### **Received in 1885.**

Par value of invested funds.....	\$11,600.00
Principal uninvested.....	597.48
Total fund.....	<hr/> \$12,197.48
Income received during the year.....	555.41
Appropriated for salaries.....	555.41

### **WISTAR MORRIS MEMORIAL FUND.**

#### **Founded 1892.**

Par value of invested funds.....	\$5,000.00
Income received during the year.....	208.26
Appropriated for salaries.....	208.26

### **MARY FARNUM BROWN LIBRARY FUND.**

#### **Founded 1892.**

Par value of invested funds.....	\$34,400.00
Amount uninvested.....	355.14
Total fund.....	<hr/> \$34,755.14
Income received during the year.....	\$1,609.35
Income overdrawn at beginning of year.....	153.36
	<hr/> 1,455.99
Income appropriated for books, etc.....	\$1,029.52
Income appropriated for lectures.....	475.00
	<hr/> 1,504.52
Income overdrawn at end of year.....	<hr/> \$48.53

*HAVERFORD COLLEGE.*

**MARY M. JOHNSON SCHOLARSHIP FUND.**

**Founded 1897.**

Par value of invested funds.....	\$8,000.00	
Amount uninvested.....	395.00	
		<hr/>
Total fund.....		\$8,395.00
Income on hand at beginning of year.....	\$49.40	
Income received during the year.....	371.06	
		<hr/>
		420.46
Paid for Mary M. Johnson Scholarships.....		350.00
		<hr/>
Income on hand at end of year.....		\$70.46

**SARAH MARSHALL SCHOLARSHIP FUND.**

**Founded 1897.**

Par value of invested funds.....	\$7,700.00	
Amount uninvested.....	71.19	
		<hr/>
Total fund.....		\$7,771.19
Income on hand at beginning of the year....	\$144.67	
Income received during the year.....	353.21	
		<hr/>
		497.88
Paid for Sarah Marshall Scholarships.....		300.00
		<hr/>
Income on hand at end of the year.....		\$197.88

**ISRAEL FRANKLIN WHITALL FUND.**

**Founded 1896.**

Par value of invested funds.....	\$12,500.00	
Amount uninvested.....	46.87	
		<hr/>
Total fund.....		\$12,546.87
Income received during the year.....		594.77
Appropriated for salaries.....		594.77



## *TREASURER'S REPORT.*

### **JACOB P. JONES ENDOWMENT FUND.**

**Founded 1897.**

Par value of invested funds.....	\$849,700.00
Amount uninvested.....	2,333.55
<hr/>	
Total fund.....	\$852,033.55
Income received during the year.....	39,855.86
Appropriated for scholarships.....	\$9,200.00
Appropriated for general expenses.....	30,655.86
<hr/>	
	\$39,855.86

### **CLEMENTINE COPE FELLOWSHIP FUND.**

**Founded 1899.**

Par value of invested funds.....	\$24,600.00
Amount uninvested.....	607.45
<hr/>	
Total fund.....	\$25,207.45
Income on hand at beginning of the year.....	\$1,895.51
Income received during the year.....	1,320.82
<hr/>	
	3,216.33
Paid for fellowships.....	1,800.00
<hr/>	
Income on hand at end of year.....	\$1,416.33

### **JOHN FARNUM BROWN FUND FOR BIBLE STUDY AND RELIGIOUS TEACHING.**

**Founded 1900 and increased later.**

Par value of invested funds, all invested.....	\$210,700.00
<hr/>	
Income received during the year.....	\$8,160.79
Income appropriated for salaries.....	\$7,000.00
Income paid for prizes.....	38.03
Income transferred to principal.....	1,122.76
<hr/>	
	8,160.79

*HAVERFORD COLLEGE.*

**ELLEN WALN FUND.**

**Founded 1900.**

Par value of invested funds.....	\$11,000.00
Amount uninvested.....	97.10
<hr/>	
Total fund.....	\$11,097.10
Income received during the year.....	542.88
Income appropriated for general expenses.....	542.88

**CLEMENTINE COPE ENDOWMENT FUND.**

**Founded 1904.**

Par value of invested funds.....	\$31,000.00
Amount uninvested.....	108.75
<hr/>	
Total fund.....	\$31,108.75
Income received during the year.....	1,072.55
Income appropriated for general expenses.....	1,072.55

**THOMAS SHIPLEY FUND.**

**Founded 1904.**

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	225.00
<hr/>	
Total fund.....	\$5,225.00
Income on hand at beginning of the year.....	\$656.50
Income received during the year.....	229.50
<hr/>	
	886.00
Income appropriated for lectures.....	175.00
<hr/>	
Income on hand at end of the year.....	\$711.00

**NATHAN BRANSON HILL TRUST.**

**Fund Established in 1904, held in trust by Minneapolis Trust Company, Minneapolis, Minn.**

Income received during the year.....	\$10.15
Income appropriated for general expenses.....	10.15

## *TREASURER'S REPORT.*

### **ELLISTON P. MORRIS FUND.**

#### **Founded 1906.**

Par value of invested funds.....	\$1,000.00
Amount uninvested.....	188.75
<hr/>	
Total fund.....	\$1,188.75
Income on hand at beginning of year.....	\$99.03
Income received during the year.....	46.75
<hr/>	
Income on hand at end of the year.....	\$145.78

### **JOSEPH E. GILLINGHAM FUND.**

#### **Founded 1907.**

Par value of invested funds.....	\$53,000.00
Amount uninvested.....	117.25
<hr/>	
Total fund.....	\$53,117.25
Income received during the year.....	2,449.79
Income appropriated for scholarships.....	\$800.00
Income appropriated for general expenses.....	1,649.79
<hr/>	
	2,449.79

### **PRESIDENT SHARPLESS FUND.**

#### **Founded 1907.**

Par value of invested funds.....	\$44,000.00
Amount uninvested.....	124.69
<hr/>	
Total fund.....	\$44,124.69
Income received during year.....	2,163.18
Income added to Haverford College Pension Fund.....	2,163.18

## *HAVERFORD COLLEGE.*

### **HENRY NORRIS FUND.**

**Founded 1907.**

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	35.17
<hr/>	
Total fund.....	\$5,535.17
Income received during year.....	209.92
Income appropriated for general expenses.....	209.92

### **JOHN B. GARRETT READING PRIZE FUND.**

**Founded 1908.**

Par value of fund, all invested.....	\$2,000.00
Income on hand at beginning of year.....	\$188.72
Income received during the year.....	73.50
<hr/>	
	262.22
Paid during the year for prizes.....	34.05
<hr/>	
Income on hand at end of the year.....	\$228.17

### **WILLIAM P. HENSZEY FUND.**

**Founded 1908 by Gift. Increased 1909 by Legacy.**

Par value of invested funds.....	\$36,500.00
Principal uninvested.....	150.60
<hr/>	
Total fund.....	\$36,650.60
Income received during the year.....	1,794.52
Income added to Haverford College Pension Fund.....	1,794.52

### **JACOB P. JONES BENEFIT FUND.**

**Founded 1909 from proceeds of land sold for account Jacob P. Jones  
Legacy.**

Par value of invested funds.....	\$63,900.00
Amount uninvested.....	368.69
<hr/>	
Total fund.....	\$64,268.69
Income received during the year.....	2,784.29
Income added to Haverford College Pension Fund.....	2,784.29

## *TREASURER'S REPORT.*

### **PLINY EARLE CHASE MEMORIAL FUND.**

#### **Founded 1909.**

Par value of invested funds.....	\$4,300.00	
Amount uninvested.....	90.24	
		<hr/>
Total fund.....	\$4,390.24	
Income received during the year.....		214.31
Income paid to annuitant.....	\$100.00	
Income added to Haverford College Pension Fund.....	114.31	
		<hr/>
		214.31

### **SPECIAL ENDOWMENT FUND.**

#### **Founded 1909.**

Par value of funds, all invested.....	\$12,000.00	
Income on hand at the beginning of year....	490.00	
Income received during the year.....	490.00	
		<hr/>
Paid toward Expenses of Summer School.....		980.00

### **SPECIAL LIBRARY FUND.**

#### **Founded 1910.**

Par value of fund, all invested.....	\$5,000.00	
Income on hand at beginning of the year.....	\$26.87	
Income received during the year.....	245.00	
		<hr/>
		271.87
Income used for purchase of books, etc.....		196.00
		<hr/>
Income on hand at end of the year.....		\$75.87

### **HAVERFORD COLLEGE PENSION FUND.**

#### **Founded 1910.**

Par value of invested funds.....	\$15,400.00	
Principal uninvested.....	677.29	
		<hr/>
Total fund.....	\$16,077.29	
Income received during the year.....		218.33
Income added to the principal.....		218.33



## HAVERFORD COLLEGE.

### INFIRMARY ENDOWMENT FUND.

#### Founded 1911.

Par value of invested funds.....	\$9,000.00
Amount uninvested.....	577.14
<hr/>	
Total fund.....	\$9,577.14
Income received during year.....	181.63
Income transferred to principal.....	181.63

### JOHN W. PINKHAM FUND.

#### Founded 1911.

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	20.00
<hr/>	
Total fund.....	\$5,020.00
Income on hand at the beginning of year....	\$32.78
Income received during year.....	180.68
<hr/>	
	213.46
Income transferred to principal account Infirmary Endowment Fund.....	213.46

### JUSTUS C. STRAWBRIDGE FUND.

#### Founded 1911.

Par value of fund, all invested.....	\$10,000.00
Income received during the year.....	490.00
Income appropriated for general expenses.....	490.00

### SUMMARY OF THE FUNDS.

General Endowment Fund.....	\$104,222.62
Thomas P. Cope Fund.....	6,090.36
Edward Yarnall Fund.....	6,147.46
Alumni Library Fund.....	18,803.12
Isaiah V. Williamson Fund.....	22,131.80
John Farnum Memorial Fund.....	41,275.30
John M. Whittall Fund.....	10,720.46
Richard T. Jones Scholarship Fund.....	5,000.00

# *TREASURER'S REPORT.*

David Scull Fund.....	\$47,316.12
Edward L. Scull Fund.....	12,197.48
Wistar Morris Memorial Fund.....	5,000.00
Mary Farnum Brown Library Fund.....	34,755.14
Mary M. Johnson Scholarship Fund.....	8,395.00
Sarah Marshall Scholarship Fund.....	7,771.19
Israel Franklin Whittall Fund.....	12,546.87
Jacob P. Jones Endowment Fund.....	852,033.55
Clementine Cope Fellowship Fund.....	25,207.45
John Farnum Brown Memorial Fund for Bible Study and Religious Teaching.....	210,700.00
Ellen Wahn Fund.....	11,097.10
Clementine Cope Endowment Fund.....	31,108.75
Thomas Shipley Fund.....	5,225.00
Elliston P. Morris Fund.....	1,188.75
Joseph E. Gillingham Fund.....	53,117.25
President Sharpless Fund.....	44,124.69
Henry Norris Fund.....	5,535.17
John B. Garrett Reading Prize Fund.....	2,000.00
William P. Henszey Fund.....	36,650.60
Jacob P. Jones Benefit Fund.....	64,268.69
Pliny Earle Chase Memorial Fund.....	4,390.24
Special Endowment Fund.....	12,000.00
Special Library Fund.....	5,000.00
Haverford College Pension Fund.....	16,077.29
Infirmiry Endowment Fund.....	9,577.14
John W. Pinkham Fund.....	5,020.00
Justus C. Strawbridge Fund.....	10,000.00

Total par value.....	<u>\$1,746,694.59</u>
----------------------	-----------------------

being \$115,228.14 more than reported one year ago, as follows:

Proceeds of real estate sold for account of Jacob P.

Jones Endowment Fund.....	\$64,468.61
Gifts to increase the John Farnum Brown Fund for Bible Study and Religious Teaching.....	23,355.41
Income added to Haverford College Pension Fund.....	7,074.63
Unused income credited to principal.....	1,517.85

## HAVERFORD COLLEGE.

Gifts to establish the Infirmary Endowment Fund.....	\$5,554.35
Premiums on bonds sold and discount on bonds bought..	11,582.75
Income credited to principal for Contingent Account....	597.79
Interest refunded by Mortgage Trust Company.....	1,076.75
	<hr/>
Total increase as above.....	\$115,228.14
	<hr/> <hr/>

We have made a careful examination of the cash book and accounts of the Treasurer of The Corporation of Haverford College for the year ending Eighth month 31st, 1912, and find them to agree with the statement of receipts and payments shown in the foregoing account. We have seen proper vouchers and receipts for all disbursements.

The cash balance in the hands of the Treasurer at the end of the fiscal year was \$156.30 as stated.

(Signed) { J. HENRY SCATTERGOOD,  
                  { MORRIS E. LEEDS,  
                                  *Auditing Committee.*

PHILADELPHIA, Tenth month 3d, 1912.

We have examined the securities belonging to The Corporation of Haverford College Eighth month 31st, 1912, and find them to agree with the foregoing statement of the Treasurer.

(Signed) { J. STOGDELL STOKES,  
                  { JONATHAN M. STEERE,  
                                  *Auditing Committee.*

PHILADELPHIA, Tenth month 2d, 1912.

# GIFTS OF BOUND VOLUMES TO THE LIBRARY

1911-1912

---

Dr. A. S. Bolles.....	35
Norman Penney, Librarian.....	14
Mrs. W. W. Baker.....	7
Lucy B. Roberts.....	5
T. W. Backhouse.....	11
Geological Survey of New Jersey.....	4
Rufus M. Jones.....	4
Smithsonian Institution.....	3
F. K. Walter.....	3
G. and E. C. Peirce.....	2
M. L. Cooke.....	2
Francis B. Gummere.....	2

And many others, one each, besides many pamphlets and reports.

## CASH DONATIONS FOR THE YEAR ENDING 8th MONTH 31st, 1912

---

Charles J. Allen.....	\$10.00
David G. Alsop.....	10.00
Anonymous, through R. W. Kelsey.....	100.00
J. Stuart Auchincloss.....	25.00
William L. Austin.....	80.00
Dr. James A. Babbitt.....	205.00
Albert L. Bailey, Jr.....	5.00
Joshua L. Bailly.....	50.00
Joshua L. Bailly, Jr.....	5.00
P. G. Baker.....	2.00
M. Balderston.....	3.00
Harry R. Baltz.....	40.00
Don C. Barrett.....	10.00
J. M. Beatty, Jr.....	2.00
S. K. Beebe.....	5.00
H. E. Bell.....	1.00
J. S. Bentley.....	1.00
Edward Bettle, Jr.....	25.00
E. H. Binn.....	200.00
Edgar H. Boles.....	35.00
Albert S. Bolles.....	20.00
A. L. Bowerman.....	1.00
Daniel B. Boyer.....	5.00
William Bradway.....	15.00
Dr. Thomas F. Branson.....	250.00
Henry R. Bringhurst, Jr.....	10.00
Arthur Emlen Brown.....	2.00
T. Wistar Brown.....	34,055.41
Charles H. Burr.....	10.00



# *DONATIONS.*

Alfred Busselle.....	\$5.00
John W. Cadbury, Jr.....	5.00
Richard T. Cadbury.....	5.00
James Carey, Jr.....	50.00
Egbert S. Cary .....	10.00
John R. Cary.....	25.00
Thomas M. Chalfant.....	10.00
Charles F. Clark.....	3.00
S. P. Clarke.....	2.00
Class of 1896.....	20.00
Class of 1898.....	10.00
Stephen W. Collins.....	5.00
William H. Collins.....	10.00
Edward T. Comfort.....	50.00
Arthur S. Cookman.....	10.00
W. S. Crowder.....	5.00
F. A. Curtis.....	3.00
P. B. Deane.....	5.00
Richard S. Dewees.....	15.00
F. H. Diamant.....	3.00
George V. Downing.....	2.00
J. S. Downing.....	10.00
Thomas S. Downing.....	10.00
T. S. Downing, Jr.....	10.00
C. G. Durgin.....	2.00
Charles Edgerton.....	125.00
C. W. Edgerton.....	5.00
A. W. Elkinton.....	5.00
T. W. Elkinton.....	10.00
George W. Emlen.....	10.00
George W. Emlen, Jr.....	2.00
John Thompson Emlen.....	25.00
Benjamin Eshleman.....	5.00
Allen Evans.....	50.00
D. P. Falconer.....	5.00
Benjamin Farquhar.....	10.00
R. L. Fansler.....	5.00
Christian Febiger.....	100.00

# HAVERFORD COLLEGE.

L. W. Ferris.....	\$1.00
John B. Garrett.....	10.00
William H. Gibbons.....	10.00
John H. Gifford.....	50.00
Seth K. Gifford.....	10.00
J. P. Green.....	2.00
Francis B. Gummere.....	10.00
William H. Haines.....	10.00
Lyman Beecher Hall.....	10.00
N. F. Hall.....	5.00
W. Y. Hare.....	5.00
Edward Y. Hartshorne.....	25.00
W. D. Hartshorne, Jr.....	5.00
A. W. Hemphill.....	10.00
H. Boardman Hopper.....	15.00
R. Howson.....	5.00
Thomas P. Hunter.....	100.00
Abram F. Huston.....	250.00
Charles L. Huston.....	250.00
Dr. Francis Brinton Jacobs.....	50.00
Walter C. Janney.....	25.00
David G. Jones.....	20.00
B. J. Lewis.....	5.00
C. P. Lewis.....	5.00
Daniel C. Lewis.....	250.00
Hugh Lesley.....	25.00
Lewis Lillie.....	50.00
L. B. Lippmann.....	5.00
John E. Lloyd.....	25.00
Benjamin T. Longstreth.....	5.00
Charles A. Longstreth.....	10.00
The Misses Longstreth.....	5.00
William C. Longstreth.....	3.00
William M. Longstreth.....	10.00
H. M. Lowry.....	5.00
R. P. Lowry.....	25.00
J. D. Ludlam.....	5.00
Roswell C. McCrea.....	15.00

# *DONATIONS.*

R. McFarlan.....	\$5.00
R. P. McKinley.....	2.00
W. H. MacAfee .....	10.00
E. R. Maule.....	5.00
S. W. Meader.....	3.00
George B. Mellor, Jr.....	10.00
E. I. Miller.....	5.00
Frank K. Miller.....	35.00
H. S. Miller.....	5.00
Martin Nixon Miller.....	5.00
R. E. Miller.....	7.50
C. T. Moon.....	5.00
P. W. Moore.....	3.00
Catharine W. Morris.....	10.00
Elliston P. Morris.....	500.00
S. S. Morris.....	5.00
Theodore H. Morris.....	100.00
E. Nichols.....	5.00
H. V. Nicholson.....	2.00
J. Whitall Nicholson, Jr.....	5.00
H. Offermann.....	2.00
J. H. Parker.....	2.50
Oliver W. Paxson.....	10.00
Henrietta W. Pearsall.....	10.00
Walter W. Pharo.....	15.00
I. C. Poley.....	5.00
O. M. Porter.....	3.00
L. Arnold Post.....	10.00
J. H. Price.....	5.00
W. W. Pusey, 2d.....	10.00
James Rawle.....	25.00
David J. Reinhardt.....	20.00
J. D. Renninger.....	5.00
Charles J. Rhoads.....	525.00
Dr. Samuel Rhoads.....	5.00
E. Rice, Jr.....	2.00
W. Richards.....	3.00
A. S. Roberts.....	1.00

# HAVERFORD COLLEGE.

John Roberts.....	\$10.00
Lucy B. Roberts.....	125.00
William H. Roberts.....	100.00
R. G. Rogers.....	5.00
William R. Rossmassler.....	10.00
Henry W. Scarborough.....	25.00
Alfred G. Scattergood.....	50.00
J. Henry Scattergood.....	60.00
Maria C. Scattergood.....	50.00
E. Marshall Scull.....	10.00
John L. Scull.....	60.00
Joseph W. Sharp, Jr.....	25.00
Isaac Sharpless.....	10.00
Lucius Rogers Shero.....	10.00
T. E. Shipley.....	5.00
Walter Penn Shipley.....	20.00
W. P. Simpson.....	50.00
Horace W. Smedley.....	5.00
F. G. Smiley.....	3.35
Alfred Percival Smith.....	400.00
Manning J. Smith.....	10.00
Eben H. Spencer.....	10.00
Mark H. C. Spiers.....	5.00
Dr. Louis Starr.....	100.00
Jonathan M. Steere.....	5.00
W. H. Steere.....	2.00
F. C. Stokes.....	5.00
S. E. Stokes.....	2.00
J. A. Stout.....	5.00
Frederic H. Strawbridge.....	6,625.02
Fred A. Swan.....	10.00
David S. Taber.....	25.00
J. Tatnall.....	2.00
Charles S. Taylor.....	25.00
Edward B. Taylor.....	100.00
Francis R. Taylor.....	10.00
Frank H. Taylor.....	100.00
Howard G. Taylor.....	10.00

# *DONATIONS.*

H. G. Taylor, Jr.....	\$10.00
H. W. Taylor.....	2.00
K. P. A. Taylor.....	3.00
N. H. Taylor.....	20.00
Allen C. Thomas.....	10.00
Arthur H. Thomas.....	10.00
H. M. Thomas, Jr.....	5.00
L. V. H. Thomas.....	3.00
F. O. Tostenson.....	5.00
Triangle Society.....	500.00
Edgar E. Trout.....	5.00
J. V. Van Sickle.....	2.00
Samuel M. Vauclain.....	500.00
George Vaux, Jr.....	25.00
Charles Wadsworth, 3d.....	10.00
David Wallerstein.....	5.00
E. Wallerstein, Jr.....	5.00
D. Waples.....	5.00
W. C. Webster.....	10.00
W. Nelson L. West.....	25.00
John M. Whittall.....	5,000 00
W. H. B. Whittall.....	5.00
Francis A. White.....	100.00
Miles White, Jr.....	50.00
Henry S. Williams.....	5.00
Parker S. Williams.....	500.00
William Mintzer Wills.....	10.00
L. R. Wilson.....	10.00
C. Winslow.....	5.00
Asa S. Wing.....	25.00
James D. Winsor.....	20.00
Alexander C. Wood, Jr.....	25.00
George Wood.....	100.00
Gilbert C. Wood.....	10.00
James Wood.....	100.00
L. Hollingsworth Wood.....	10.00
Richard J. White.....	50.00
Dr. W. Wellington Woodward.....	5.00



*HAVERFORD COLLEGE.*

G. K. Wright.....	\$10.00
William T. Wright.....	250.00
Arthur R. Yearsley.....	5.00
C. O. Young.....	5.00
Wilmer J. Young.....	10.00
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Total donations.....	<u>\$54,090.78</u>

# SCHEDULE OF RECITATIONS FOR THE COLLEGIATE YEAR 1911-1912

a = First Half-year.    b = Second Half-year.

	8.30	9.30	10.30	11.30	1.30	2.00	3.00
SECOND-DAY		Phil. V Math. III Latin III  German II Govern. Ia Physics Aa Hist. Ib	Latin IV Greek VIb Phil. IV Biol. VII Engin. V Chem. I Math. II  French A German A	Econ. Va Phil. Ib Hist. VI  Engin. Ib Greek II French II  Eng. I (Rhet)	—Engin. IV— —Chem. II, III, IV, V, Lab— —Physics VII Lab— —Biol. III Lab— German IIIa German IVb History III  Greek I French I	French IV Govern. IIa History Vb Bib. Lit. III Greek A History II German I	
THIRD-DAY	Eng. IXa Eng. Xb Econ. IIIa Econ. IVb Biol. VIII Physics VI  German II Math. I Math. I'	Eng. VIIIa Eng. XIIIb Econ. I Math. IV  Physics I Biol. II Greek A Latin I	Chem. IV Physics VII Eng. VI  Math. II  Eng. II	Greek III Econ. VIa Econ. VIIb Phil. IIa Phil. IIIb  Engin. Ib Latin II Math. Ic' Eng. I (Rhet)	—Engin. III—  German IIIa German IVb History III Biol. III  —Chem. I Lab— Greek I French I	Spanish I Astron. Ia Astron. IIb Physics IIa Physics IIIb Lab. German I	
FOURTH-DAY	Greek III Econ. VIa Econ. VIIb Phil. IIa Phil. IIIb Engin. IIb  Latin II Math. I Math. I'	Phil. V Math. III Latin III  Eng. III Govern. Ia Physics Aa Hist. Ib	Latin IV Greek VIb Phil. IV Biol. VII Engin. V Chem. I Math. II  French A German A	Econ. Va Phil. Ib Hist. VI  Engin. Ib Greek II French II  Math. Ic Eng. I (Foren)	—Engin. IV— —Chem. II, III, IV, V Lab— —Engin. IIb— Spanish I Astron. Ia Astron. IIb Physics IIa Physics IIIb Biol. II Lab. Latin I	French IV Govern. IIa History Vb Bib. Lit. III History IIb Physics I Biol. Ia	
FIFTH-DAY	Eng. IXa Eng. Xb Econ. IIIa Econ. IVb Biol. VIII Physics VI  German II Math. I Math. I'	Eng. VIIIa Eng. XIIIb Econ. I Math. IV  Physics I Biol. II Greek A Latin I	Meeting		—Engin. III— Eng. V  —Physics IIa Lab— —Physics IIIb Lab— —Chem. I Lab— Greek I French I	Spanish I Astron. Ia Astron. IIb Bib. Lit. III History IIb German I	
SIXTH-DAY	Greek III Econ. VIa Econ. VIIb Phil. IIa Phil. IIIb Engin. IIb  Latin II Math. I Math. I'	Phil. V Math. III Latin III  Eng. III Govern. Ia Physics Aa Hist. Ib	Latin IV Greek VIb Phil. IV Biol. VII Engin. V Chem. IV Math. II French A German A	Econ. Va Phil. Ib Hist. VI  Engin. Ib Greek II French II  Eng. I (Foren) Bib. Lit. II (Sec. I)	—Engin. IV— —Chem. II, III, IV, V Lab— —Physics VII Lab— —Biol. III Lab— German IIIa German IVb History III Bib. Lit. II (Sec. II) Greek I French I	French IV Govern. IIa History Vb Bib. Lit. III Greek A History II German I	
SEVENTH-DAY	Eng. IXa Eng. Xb Econ. IIIa Econ. IVb Biol. VIII Physics VI —Physics I Lab— —Biol. II Lab— Bib. Lit. I (Sec. I) Math. Ic'	Eng. VIIIa Eng. XIIIb Econ. I Math. IV  Physics I Lab. Bib. Lit. I (Sec. II) Latin I	The following unscheduled courses were offered for 1911-12, the hours for which were arranged to suit the programs of the students electing said courses: Greek V, Latin V, Eng. IV, Eng. VII, German V, German VI, French V, Math. IIc, Math. IIId, Bib. Lit. V, Biol. IXb, Latin A.				
Eng. = English; Engin. = Engineering.							

## STATED MEETING OF THE CORPORATION AND OF THE MANAGERS

The Annual Meeting of "The Corporation of Haverford College" is held on the second Third-day in the Tenth month, at 3 o'clock P. M.

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The Stated Meetings of the Managers are held on the third Sixth-day in the First, Third, Fifth, Ninth and Eleventh months.

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## LEGACIES

The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

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## FORM OF LEGACY

*I give and bequeath (if personal)—devise (if real)—to "The Corporation of Haverford College," the sum of.....(or if real estate, describe it).....to have and to hold to them, their successors and assigns, to the use of the said "The Corporation of Haverford College," their successors and assigns.*

# Haverford College Bulletin

First Alumni Number

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VOL. XI.

TWELFTH MONTH, 1912

No. 3

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Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10, 1902, at Haverford, Pa.,  
as Second Class Matter under Act of Congress of July 16, 1894

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## OFFICERS OF THE ALUMNI ASSOCIATION

*President*—Parker S. Williams, '94.

*Vice-Presidents*—Miles White, '75.

Stanley R. Yarnall, '92.

L. Hollingsworth Wood, '96.

*Treasurer*—Alfred G. Scattergood, '98.

*Secretary*—Joseph H. Haines, '98.

*Executive Committee*—Edward T. Comfort, '78.

Horace E. Smith, '86.

J. Stoddell Stokes, '89.

J. Henry Scattergood, '96.

William W. Justice, Jr., '00.

John L. Scull, '05.

William H. Roberts, Jr., '12.

As an experiment for the present year, it has been decided by a special committee appointed by the Executive Committee of the Alumni Association, that the alumni take charge of the December and March numbers of the Haverford College Bulletin. Haverford graduates have felt for some time that there should be an organ

wholly or partially devoted to their needs,—some medium through which opinions might be made known and definite policies crystallized and circulated. They felt also that Haverfordians should be enabled to publish their views, without airing any debatable features for the benefit of non-Haverfordians.

Accordingly, this number of the BULLETIN makes its appearance, published through the old medium but under new control,—that of the Executive Committee and its branch committee. A copy will be sent to every alumnus, and all Haverfordians are urged to communicate with the editor on any subjects of alumni import which they desire to be made known in the number which shall appear next March. To become effective, the Haverford spirit must express itself.

Any communications will be welcomed by the editor. They must be sent not later than February 15, 1913, addressed to The Editor of the Alumni Bulletin, Haverford College, Haverford, Pa.

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We print below a letter from the secretary of the Alumni Association. The idea is a welcome one, and has already been tried successfully. On Monday, November 25th, J. Stogdell Stokes, '89, Alfred G. Scattergood, '98, and John L. Scull, '05, made such a visit. They dined at the College and met many of the undergraduates.

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#### VISITING COMMITTEES

In order to carry out the suggestion of last year's special committee as printed in the August number of the COLLEGE BULLETIN, it has been decided, instead of appointing a large visiting committee, to divide the Executive Committee into four groups, serving as centers round which the alumni visiting the College may gather and through whom suggestions may be collected. Each



group is to undertake visiting the College on public occasions for two months in the college year, and adding to its number on each visit such other alumni as may seem suitable. All alumni present may and should consider themselves informally on the committee.

The division has been made as follows:

*November and May.*

J. S. Stokes, '89, Chairman.

A. G. Scattergood, '98.

John L. Scull, '05.

*December and June.*

H. E. Smith, '86, Chairman.

Parker S. Williams, '94.

J. H. Haines, '98.

*January and March.*

J. H. Scattergood, '96, Chairman.

William H. Roberts, Jr., '12.

*February and April.*

E. T. Comfort, '78, Chairman.

W. W. Justice, Jr., '00.

Arrangements have been made whereby the chairman of the appropriate group will be informed by the College authorities of all public and semi-public occasions at the College. He will thereupon call together for the visit such alumni as will form a suitable committee. It is hoped, however, that the responsibility for visiting the College will not be narrowed to those so appointed, and all are urged to advise the chairman on duty whenever they are willing to serve as part of the visiting committee.

The College is prepared to welcome these committees and the Executive Committee hope that those acting as visitors will arrange to extend their visits before and after any public exercises, taking supper when possible with the undergraduates and endeavoring to serve as

a medium for the exchange of views between the alumni and the undergraduates.

The visitors have been directed to forward reports in writing to the Executive Committee, and the chairman will be glad to receive suggestions or criticisms from other alumni who have them to offer, and will incorporate such suggestions in his report.

It will be seen from this outline that the Executive Committee prefers to make a trial of the suggestions of last year's special committee, without adding to the machinery or number of the officers of the association. It does not wish to make the visiting committees so large that they will serve to pack the audience, but always to have some official or semi-official representative at the public functions of the College to gather suggestions, opinions and criticisms, and to let the alumni and undergraduates know how each looks at Haverford's problems.

Such a result cannot come from a first trial, but only from the continued, faithful service of those acting on the committees, aided by the whole body of the alumni and undergraduates. And this announcement of the plan is made in order to render such cooperation easy.

JOSEPH H. HAINES, '98,  
*Secretary of the Alumni Association.*

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#### THE PRESENT NEEDS OF HAVERFORD

Haverford has of necessity been obliged for fifteen years past to spend its resources largely in material improvements. They were an essential preliminary to any growth. It has not meant to be extravagant in these buildings and has preferred a simple and substantial style of architecture. It has located them somewhat with reference to a pre-arranged plan which has lent itself naturally to our topography and trees.

Even with these conditions our expense in this way

would not have been justified had not there been a corresponding increase of endowment. It is always unprofitable to starve a faculty in order to feed physical improvement. Every new hall means large additional expense, not less than \$1,000 a year on an average, and the aggregate increase, as we now very fully recognize, is a heavy burden.

Fortunately for us, the means to carry this have come with the need, and in addition the College has relieved its alumni and friends of certain expenses which in other places they would have had to bear.

If you ask who pays the cricket, football and other coaches, who cares for the playing field, who feeds and entertains the visiting teams, who, in short, carries athletics, the answer would be *The College*. If you analyze it further you will find that the men who are carrying athletics are, first, Jacob P. Jones, who some quarter of a century ago made Haverford his residuary legatee, and, secondly, a number of liberal gentlemen, some dead, some still living, who have endowed professorships and added to the general funds of the College and whose interest in athletics was secondary or non-existent. Whether we are justified or not in spending their money in a way they hardly contemplated, *that* is what we are doing; and the same is true of other lines of College activity.

It is proper to preserve a reasonable balance between the expenses for intellectual and physical demands. The more we can turn into the former channel the more permanent good we can accomplish. It seems to me that further gifts should be encouraged to go into lines which will yield permanent results in the intellectual and spiritual lives of the students.

I have several times answered the question—what would I do with a half million or a million dollars if it were given free of all conditions, implied or expressed? My answer has been and still is that I would create four

or eight professorships of \$125,000 each and try to fill them with men worth the money. Whether looked upon from the value of the advertisement, or the value of the effect upon the best life of the College, nothing could exceed such an appropriation.

I am not expecting any opportunity of this sort, but it is worth while to keep up an ideal towards which we may work and which may serve as guide for our smaller benefactions.

I. S.

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#### HOWARD COMFORT

One is often told that the list of Haverford graduates is not impressive. To the newspaper reporter and his kind it is distinctly uninteresting. He and his will take little heed of our attempted roll of celebrities; but the student of social conditions, who does not always look to generals and congressmen and millionaires for the promise of national welfare, will lay right stress upon some of the Haverford names and put the right value upon what they represent in real service to the community. A simple record, for example, of the work done by Charles Roberts for his city and for his own people, would outweigh, in any true test, a dozen gorgeous biographies. Here would be what one is tempted to call the right Haverford sort of fame. Here one could read the story of integrity and efficiency and self-sacrifice in public service,—*virtutem . . . verumque laborem*. It was just ten years after the star had been added to his name in the catalogue when another untimely death was recorded, another life of great public and private service was closed; and again the sense of loss was tempered by honest pride in the man's achievement. And of him, too, it could be said, though he held no actual office in city or state, that his time and zeal and strength were freely given to the best causes.

Howard Comfort was born at Byberry in the spring of

1850. He was a scholar at Friends' School, Germantown, at Westtown and at the Friends' Select School in Philadelphia. In 1866 he entered Haverford College; four years later he took his bachelor's degree with one of the best classes graduated in that period which has been so ridiculously set down as the dark age. He went at once into business; and during forty years lived the life of an active merchant, adding to the cares of his own counting-room sundry incidental responsibilities as director in other companies, and at last the congenial but exacting duties of president of a national bank. Meanwhile the years had multiplied his activities in public service. A great part of his leisure was given to the performance of hard and at first inconspicuous work on the boards of many charitable, industrial and educational institutions. As this work ceased to be inconspicuous and drew to itself various titles and official dignities, it grew even more hard, more exacting, more burdensome. Manager, secretary, treasurer, chairman of executive committees,—the list is formidable. There can be no question that these duties, self-imposed, were a drain upon his strength and made serious inroads upon his health. But only under stress of persistent appeal was he finally willing to cut down his work, to resign here, to modify there, to give more time to recreation. Twice he recovered from a very critical illness; in the second of these cases only the poise and steadiness of his nature, his real fortitude, the quiet strength, as manifest and constant in his daily life as it was available in the great emergency, brought him through the crisis. He died April 12, 1912, having almost completed his sixty-second year.

The writer of this sketch was at school with Howard Comfort, was his junior in college for two years, knew him in the playing-fields, in the college "secret" society, and, after a long interval, met him in his functions as a Haverford manager, and served with him on sundry committees. It is for others to pay the tribute of intimate friendship;



here shall be put into as clear a view as may be the figure of one whom his schoolmates, his fellow-students, his fellow-citizens, learned to look upon as a sane, unwearied, cheerful and responsible helper of good causes, who always said the wise thing and always urged the doing of the right deed.

In school he was one of the big boys—as memory masters that dim scene—singularly handsome, self-contained, athletic, with a turn for half-humorous, half-sententious and wholly good advice. At college he played the same part of leader, adviser and shaper of the policy of the students where policy was needed. He was spokesman on occasion, at first for his class, and finally for the whole college, but after his college days it was seldom shown to the public. He had a distinct gift in oratory. One of the best occasional speeches ever made at Haverford was his address on behalf of the managers in accepting the gift of the Conklin Gate. In college he had the name of a mighty reader of books, and he was a skilful writer of essays, such as then filled our manuscript periodicals; that was no more than ought to be expected. But awe indeed fell on all the lower classmen when it was noised about that “Pan” Comfort was really writing book-reviews for one of the monthly magazines. This activity also he suppressed in his later life; but when he was called upon, he could always write things well worth while in clear and forcible English. So, again, he was a sound if not a brilliant cricketer; and once, in a match that was going against us, he lifted a loose ball so far out of the grounds that seven runs were registered (there were no boundaries then) before the fielders could get the ball back to the wicket on the instalment plan. It is matter of regret that in after days he did not feel the fascination of golf.

The part which Howard Comfort played in the larger game of life could be briefly indicated by these lines of his useful career in college. He was always a man of sane

and well-considered activities. He shunned extremes. He never praised without reserve or blamed without allowances. He did not follow the advice once given to a young politician: "See which way the crowd is going and put yourself at the head of it." He figured out the proper course, went into the crowd, and pushed,—no matter how great the opposition,—urging others to push along with him. He was what men call a good loser, whether the loss was trivial and personal or of momentous public interest. While there was any hope of winning, he simply put out more of his reserve of strength; and the impression which he made even upon the casual observer dealt precisely with this reserve. As in the speech-making, the writing, the cricket, of his college days, so throughout his career he conformed to Browning's doctrine that "a man's reach should exceed his grasp." Hence came that general habit of his associates to call upon him for advice and help. In the present posture of affairs, social and national, it is the weighty and not the prominent citizen who can do the most good. Indeed, a general exile of our prominent citizens would by no means spell ruin to the state.

The Germans have a quaint phrase for any occasion where one comes into a difficult or dangerous pass and does not know what to do next. Then they say, "then good advice was dear." We are not wont nowadays to put a very high value on advice, for the reason that advice is seldom more than a formal and general observation on the case in hand, indicating the obvious goal but not the ways and means to reach it. It is seldom specific, definite, unequivocal. Yet Howard Comfort was the rare person who, if he gave advice at all, uttered the definite and effective word of help. His fellows in good works of every kind give this testimony not only to the soundness of his judgment but also to its efficiency. Dividends of this sort are not paid upon watered stock; and behind the word of counsel lay a mind steadied by experience,

wise by intelligent observation, trained by rigid self-control, and possessed of high ideals. No one looked to this man for the spectacular spasmodic virtues; he had the higher love of justice. Consciously or not, he held the ideal, and worked it out in his life, which Goethe has described in one of the noblest of all ethical poems. How does man put himself in tune with the divine? By nobility. And what is nobility? To be "helpful and good," unweariedly to do the useful thing and the right thing, the just thing. "Helpful and good" is the phrase to fit the life of our friend; and we should like to think that it is characteristic of the typical Haverford graduate.

F. B. G., '72.

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#### ADVERTISING HAVERFORD

The problem and the desirability of spreading knowledge about Haverford, apart from the accounts of the regular reporters who visit the College on public occasions, have often been discussed. The undergraduates furnish news to the best of the Philadelphia newspapers and also to the *Times* and the *Post* in New York. Within the last month a thousand-word article on the College, written by a Sophomore, appeared in the *New York Times*. Contributions to papers which offer regular college sections can do no harm; it is obvious that they do much good. Our advertising should be conservative, but it must continue for the benefit of telling the college world what Haverford is doing. Along these lines we are glad to print an article by one of the associate editors of the *New York Evening Post*.

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When one essays to write upon a subject about which he knows rather less than nothing, he needs a liberal supply of assurance. This requisite he may be so fortunate as to possess within himself, or it may be furnished for

him. In the present instance, the editor of this magazine has met the demand on behalf of a timid contributor, and it is from behind the secure protection of his ample shoulders that I take my typewriter in hand to set down a few observations which, if they can be of no great benefit to an institution that I admire and love increasingly as the years go by, will at all events be powerless to do her harm.

There was a time, longer ago than I like to think, when I should have welcomed a Haverford advertising agent with unfeigned eagerness. I was considering the question whether it might be worth my while to spend a year at the College. I had never been within several hundred miles of the place and knew hardly anyone who had ever seen it. One man I heard of who had recently rounded off his formal education there, and the report was that he did not fancy Haverford. At length I learned of an elderly gentleman who had in his library a "History of Haverford College." This, it struck me, might help a little. If I could find out nothing of Haverford as she was, perhaps a knowledge of what she had been would aid me in making up my mind about her. So I called upon the elderly gentleman. He had the volumes, would gladly lend them to me, and—wonder of wonders—had himself once been a student at the mysterious halls. In response to my excited inquiries, he told me what he could about the Haverford that he had known—the Haverford, that is, of about 1837. I listened to every syllable, tried to imagine what reconstruction should be made of the picture he drew to render it a reflection of the Haverford of the end of the century, and went away with the "History."

I shall always bless the chance that threw those books of narrative and illustration into my hands. I did not get much of an idea of the College under the sway of Isaac I, Dr. Babbitt and Oscar Chase being consuls, but I did catch an atmosphere of Greek and wickets and Fifth-day meeting; I did acquire an acquaintance with a few names

in Haverford's Hall of Fame, particularly, I remember, Pliny Chase and "Great" King, and I received the impression of an institution set apart for the making of men and gentlemen, with such scholarship added to them as their natures might severally bear. In the end, I went to Haverford, attempted, with disastrous results, to flatter President Sharpless, and left the campus nine months later as loyal a son and I hope as blatant an advertiser as the College has ever graduated.

Now the moral of my tale is this: the problem of advertising Haverford is the problem of getting the right information about the College into the hands of the right boy, the boy who will want the things that give Haverford its distinction among American institutions of learning. I cannot pretend to be able to say just how this problem ought to be solved. A few years ago an illustrated pamphlet was issued by Harvard, in which Dean Briggs and one or two others, if I recall it rightly, told in most entertaining fashion something of the life at that university. A booklet of this sort is surely worth tons of the ordinary advertising matter that colleges send out. It was no more a collection of "views"—from which heaven defend us!—than it was a catalogue. It was a lifting of the curtain upon the human side of the university. How effective it was as an advertising device I do not know.

Nor do I know how great is Haverford's need of being advertised. I have written rather from the standpoint and in the interest of the possible Haverfordian. For the sake of boys such as I was, I think the College is bound to do all it can to present its charms to them and to those who are responsible for them, as I have no doubt it does to the limit of its power. Boys within reasonable distance might well be invited, particularly in their last year at preparatory school, to see for themselves the outward beauty of the place—as perhaps they are—and to feel, so far as they can, its inner grace. Something, too, can be done in the college pages of the newspapers. But I



fear that any vigorous effort to enlarge the number of students at Haverford, which I suppose would be the aim of an advertising campaign, would be much easier to put forth than to stop. It may be hard to raise the number to, say, three hundred, but would it not be a great deal harder to keep from trying to raise three hundred to four and five hundred? And is five hundred that "limited number" which is defined in the Catalogue as the proper number of students for Haverford? Personally, I am satisfied with the rate of increase that already prevails.

ROYAL J. DAVIS, '99.

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### THE FOOTBALL SEASON

The history of Haverford football during the season of 1912 is very largely a history of defeats. To be exact, the team won but two games and lost six. This, of course, is not a brilliant record, yet it seems only fair to point out that Haverford has not been making many brilliant records in football recently. In 1909 we won but two games and the teams which defeated us were not of as high standing as those which won from us this year. In 1910 we won only two games, although we tied Delaware and Rutgers. Last year we won four games and we were happy.

At the beginning of the season the prospects for a winning eleven seemed fairly good. Captain Longstreth and Sangree and Thomas were considered to be a trio of unusually good backs, and the only difficulty was that the line was rather inexperienced.

The first game we won, defeating Delaware 14-0. The team did not work together very well, the interference was rather poor and there was a good deal of fumbling. These faults seemed due to inexperience and things would have looked fairly bright except for the fact that Captain



Longstreth was so seriously injured that he was unable to play again. As Sangree was ineligible, it left only one experienced player in the back-field and only three "H" men on the team.

In spite of these conditions we won the next game, defeating Stevens 9-0. There was only one long run made during the contest and this was made by Thomas, who, without interference, threaded his way through the Stevens team for thirty-five yards. The forward pass, which later came to be one of our strongest plays, was not used successfully once in either of these games.

A week later we met Lehigh at South Bethlehem. Our old rivals had just secured a decisive victory over the Navy and we hardly expected to win. We did hope to hold the victors to a low score, however, and we were greatly disappointed by the result of the game, which turned out to be a 55-0 defeat for Haverford. When it has been said that our team was completely outclassed the whole story has been told. We were unable to hold the speedy Lehigh backs on the defensive or to gain ground on the offensive. Once Pazetti, the Lehigh quarter, ran through our entire team for a touchdown from the kick-off. In this game Charlie Hires, who had been playing very good football at right halfback, was injured and was unable to play again during the season. Later Lehigh defeated Swarthmore and Lafayette, so that we were not alone in going down before the South Bethlehem team.

The following Saturday we were defeated 23-0 by Franklin and Marshall. This game was about the least satisfactory of any played this year. The visitors had an old and seasoned eleven which made the best record that any F. and M. team has made for years. Our team, on the other hand, was pretty well demoralized. The men could not seem to get together. Many forward passes were dropped, while our players were unable to prevent the visitors from executing this play almost at will. Another

unfortunate feature was the poor cheering. Two hundred Franklin and Marshall students accompanied their team and these easily out-cheered the Haverford supporters. On the whole, the occasion was a very gloomy one for us.

The next game was with St. John's, of Annapolis. This team had badly beaten Franklin and Marshall and won from us 14-0. The team showed great improvement over the playing of the week before and under the leadership of Captain Froelicher played real football during most of the game. The same weaknesses which had been with us all season were more or less apparent, however, and several forward passes were fumbled, while the interference was far from perfect.

The Trinity game was the first one in which the back-field which finished the season took part. Sangree and Porter both played in this game and these two were the stars of the team from this time on. Carey, a Freshman, had been rapidly making good at quarter and his work against Trinity was excellent. In spite of all this we lost by the rather appalling score of 32-0. We were defeated by a very good team, although not as good a one as the Lehigh eleven.

In the Rutgers game our team played better than in any home game this year. The visitors scored but once in the first two periods and for a long time it looked as though we might possibly win, as we several times succeeded in getting the ball close to Rutgers' goal line. Once we made a first down on the visitors' seven-yard line, but failed to score. In the last quarter Rutgers made two touchdowns, thus winning the game 18-0.

In the Carnegie Tech game at Pittsburgh the eleven played really brilliant football. In fact, the Pittsburgh papers were unanimous in stating that the offensive play of Porter was the best ever seen on Tech Field. This was only made possible, however, by the excellent support and interference given him by the rest of the team. We lost the game 14-7, the team holding the Tech players

scoreless through the last quarter and playing real Haverford football to the end.

Now, of course, we can not expect to beat most of the big teams we play. No college of our size could, by legitimate methods, accomplish this. But still there was evidently something wrong with the work of the team this year. One trouble was no doubt the lack of material at the beginning of the season. Another was the lack of support from the alumni and especially from the undergraduates. There was cheering on the field during practice but once during the year. Usually the cheering during the games was rather poor. The effect that this produces on a team can only be appreciated by those who have been through it. The men on the team and most of those in close touch with Haverford football are agreed that the fault is not with the coaching. It is not possible to teach an absolutely green man to play finished football in one season. Still the work that Keogh did with his men was really fine, and in spite of the poor record of the team, clearly showed that he was the best as well as the most popular coach we have had in years.

All this account would seem to show that football at Haverford is on the decline, but this is not really the case. There were more men on the field this year in uniform than for a number of seasons. Besides this, it looks now as though there were a prospect of several good players entering College next fall. If, then, the College leaders will take care of the matter of cheering and show the team that the students are with them, the chances are that next year's scores will tell a different story.

PHILIP C. GIFFORD, '13.

# HAVERFORD COLLEGE BULLETIN

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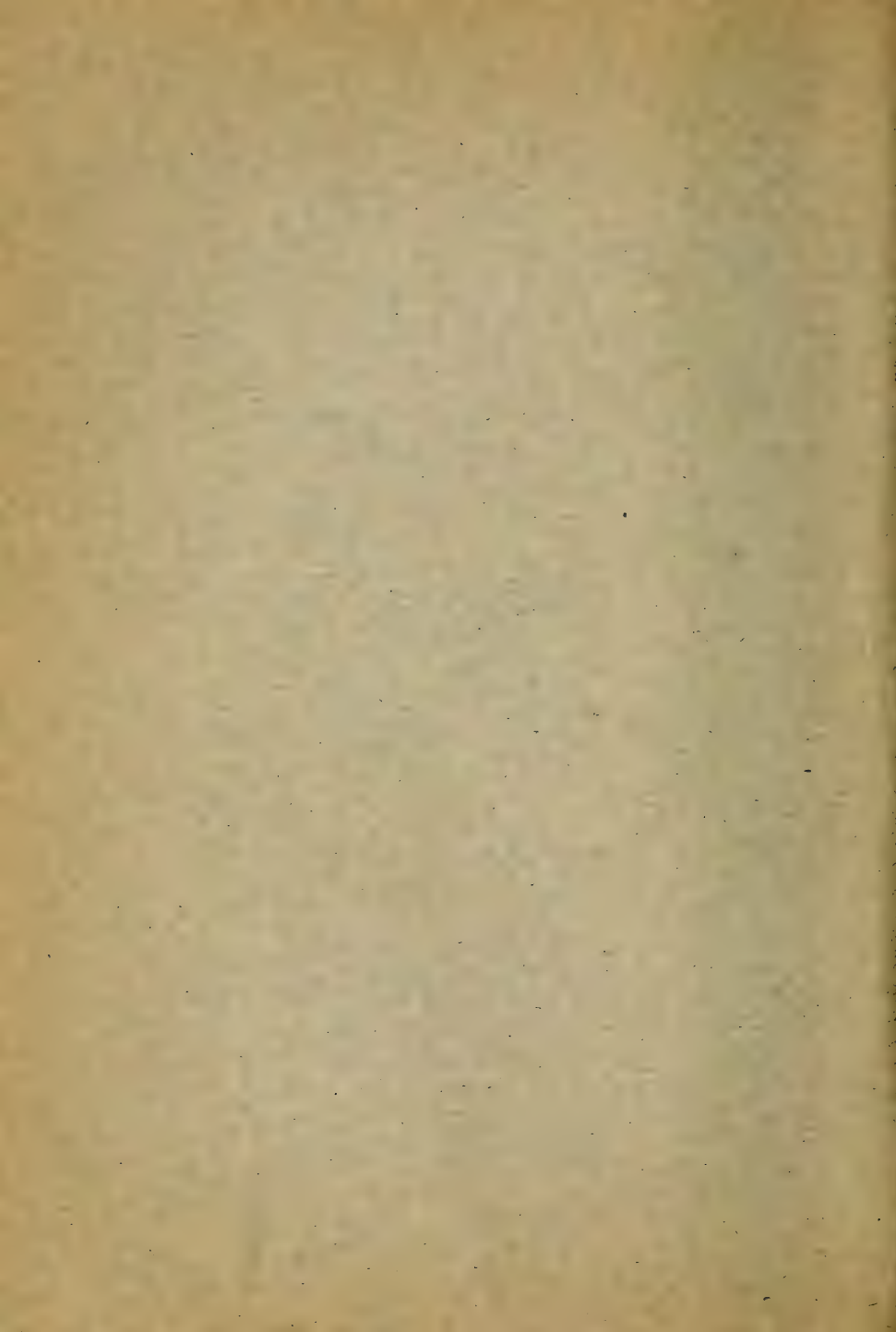
## Catalogue

1912-1913



Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.,  
as Second Class Matter under Act of Congress of July 16th, 1894.





CATALOGUE

OF

Haverford College

1912-1913



HAVERFORD, PA.

# 1913

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	..	..	1	2	3	4	July	..	..	1	2	3	4	5
	5	6	7	8	9	10	11		6	7	8	9	10	11	12
	12	13	14	15	16	17	18		13	14	15	16	17	18	19
	19	20	21	22	23	24	25		20	21	22	23	24	25	26
	26	27	28	29	30	31	..		27	28	29	30	31	..	..
February	..	..	..	..	..	..	1	August	..	..	..	..	..	1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	..		24	25	26	27	28	29	30
March	..	..	..	..	..	..	1	September	..	1	2	3	4	5	6
	2	3	4	5	6	7	8		7	8	9	10	11	12	13
	9	10	11	12	13	14	15		14	15	16	17	18	19	20
	16	17	18	19	20	21	22		21	22	23	24	25	26	27
	23	24	25	26	27	28	29		28	29	30	..	..	..	..
April	30	31	..	..	..	..	..	October	..	..	..	1	2	3	4
	..	..	1	2	3	4	5		5	6	7	8	9	10	11
	6	7	8	9	10	11	12		12	13	14	15	16	17	18
	13	14	15	16	17	18	19		19	20	21	22	23	24	25
	20	21	22	23	24	25	26		26	27	28	29	30	31	..
May	27	28	29	30	..	..	..	November	..	..	..	..	..	..	1
	..	..	..	..	1	2	3		2	3	4	5	6	7	8
	4	5	6	7	8	9	10		9	10	11	12	13	14	15
	11	12	13	14	15	16	17		16	17	18	19	20	21	22
	18	19	20	21	22	23	24		23	24	25	26	27	28	29
June	25	26	27	28	29	30	31	December	30	..	..	..	..	..	..
	1	2	3	4	5	6	7		..	1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		21	22	23	24	25	26	27
	29	30	..	..	..	..	..		28	29	30	31	..	..	..

College days in **heavy-faced** type. Half-holidays in *Italics*.

## CALENDAR

### 1912-1913

Examinations for Admission....9th Mo. 23, 24, 25, 1912  
College Year, 1912-1913, begins, 9.10 A. M....9th Mo. 26  
First Quarter ends, 3.30 P. M.....11th Mo. 20  
Thanksgiving Recess.....11th Mo. 28, 29, 30  
Winter Recess begins, 11.00 A. M.....12th Mo. 21  
Winter Recess ends, 9.10 A. M.....1st Mo. 6, 1913  
Second Half-year begins, 9.10 A. M.....2nd Mo. 10  
Third Quarter ends.....4th Mo. 6  
Spring Recess begins, 11.00 A. M.....4th Mo. 19  
Spring Recess ends, 9.10 A. M.....4th Mo. 28  
Senior Class Day.....6th Mo. 12  
Commencement and Alumni Day.....6th Mo. 13  
Examinations for Admission.....6th Mo. 16, 17, 18

### 1913-1914

Examinations for Admission....9th Mo. 22, 23, 24, 1913  
College Year, 1913-1914, begins, 9.10 A. M....9th Mo. 25  
First Quarter ends, 3.30 P. M.....11th Mo. 19  
Thanksgiving Recess.....11th Mo. 27, 28, 29, 30  
Winter Recess begins, 11.00 A. M.....12th Mo. 20  
Winter Recess ends, 9.10 A. M.....1st Mo. 5, 1914  
Second Half-year begins, 9.10 A. M.....2nd Mo. 9  
Third Quarter ends.....4th Mo. 5  
Spring Recess begins, 11.00 A. M.....4th Mo. 18  
Spring Recess ends, 9.10 A. M.....4th Mo. 27  
Senior Class Day.....6th Mo. 11  
Commencement and Alumni Day.....6th Mo. 12  
Examinations for Admission.....6th Mo. 15, 16, 17



# HAVERFORD COLLEGE

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## HISTORY AND DESCRIPTION

Haverford College was founded in 1833. It owes its origin to the insight and energy of a few members of the Society of Friends from Philadelphia and New York, who, in the spring of 1830, conceived the idea of founding an institution for education in the higher branches of learning. Its object, in the words of the founders, was "to combine sound and liberal instruction in literature and science with a religious care over the morals and manners, thus affording to the youth of our Society an opportunity of acquiring an education equal in all respects to that which can be obtained at colleges."

The founders were incorporated in 1833 under the laws of the Commonwealth of Pennsylvania into the Haverford School Association, a body now known as the Corporation of Haverford College. This corporation elects a board of managers for the control of its affairs and for the administration of its funds. For the founding of the school sixty thousand dollars was raised; but the sum proved insufficient for its maintenance, and for many years the financial deficit was met by liberal subscriptions of friends.

From 1845 to 1848 the school was closed in order to



## HAVERFORD COLLEGE

allow the funds to accumulate and to give time for the collection of an endowment. Since that time, by a number of generous bequests and donations, the amount of invested funds yielding interest has been increased to more than one and one-half million dollars.

The first building of the College was Founders Hall, erected in 1833. The Observatory was built in 1852, and enlarged in 1883. Alumni Hall was built in 1863, and enlarged in 1898 and 1912 to meet the growing needs of the Library. In 1877 Barclay Hall, a dormitory, was erected by friends of the College. The Mechanical Laboratory was established in 1884, and was provided with a new building in 1890; this was burned down in 1896, and Whitall Hall, a new three-story structure, was built. The Biological Laboratory was established in 1886 and the Physical Laboratory in 1888. Chase Hall, for lectures and recitations, was built in the same year. the Cricket Shed in 1893. In more recent years during a period of rapid development made possible largely by the general and unfailing coöperation of the alumni, the following additions have been made to the College equipment: in 1899, Lloyd Hall, a dormitory; in 1900, a large and well equipped Gymnasium; in 1903, Roberts Hall, the gift of Lucy Branson Roberts, with College offices and a large auditorium; in 1903, Merion Hall, a dormitory, remodeled from the old Haverford Grammar School building; in 1905, an additional wing to Founders Hall for dining halls and kitchen; in 1906, a permanent build-

## HISTORY AND DESCRIPTION

ing for the heating and lighting plant; in 1907, the enlargement of Merion Hall; in 1909, the Haverford Union, a building presented by Alfred Percival Smith, '84; in 1910, the Chemical Laboratory and, in 1912, the Morris Infirmary, given by John T. Morris, '67. In addition to these College buildings there are a number of residences on the grounds which are occupied for the most part by professors.

The College has a pleasant and healthful location in the township of Haverford, Delaware County, Pennsylvania, nine miles west of the center of Philadelphia. It is accessible by the main line of the Pennsylvania Railroad and by the Philadelphia and Western Railway. The selection of this site is thus described by the first managers: "We wished to procure a farm in a neighborhood of unquestionable salubrity—within a short distance of a Friends' meeting—of easy access from this city at all seasons of the year. . . . recommended by the beauty of the scenery and a retired situation." And they reported that they had purchased for the sum of \$17,865 "an oblong tract of 198½ acres. . . . nearly south of the *eight mile* stone on the Lancaster Turnpike." This property has since been increased to two hundred and twenty-five acres with an estimated present value of over one and one-half million dollars. While the greater part is retained as farm and woodland, a lawn of sixty acres was long ago graded and tastefully planted with trees and shrubs by a landscape gardener, so that the natural beauty of

## HAVERFORD COLLEGE

the location has increased with passing years. The grounds include three fields for cricket and Rugby and Association football, a running-track, four tennis courts, and a pond for skating.

Parallel with its material growth there have been changes in the inner life of the College which have affected the methods of administration rather than the essential principles on which the institution was founded. It has gradually increased in number of students but still enjoys the advantages of a small college. From the first it gave instruction of collegiate scope and grade. Accordingly in 1856 the name was changed from school to college and the right to confer degrees was granted by the Legislature. In 1861 the preparatory department was abolished. General courses are now given in arts, science, and engineering. The generous endowment for salaries and pensions enables the College to maintain a faculty of quite unusual size in proportion to the number of students, and to expend for the instruction, board, and lodging of each student about twice the sum which he pays.

In accordance with the modern ideals of religious and moral education, the students enjoy ample liberty, safeguarded by their wholesome physical life, by the traditions of the College, and by the intimate association with their professors and fellow-students. The deep religious spirit bequeathed by the Quaker founders has been carefully cherished, and high ideals of life and conduct are maintained, but in the admission of students and in the ap-

## *HISTORY AND DESCRIPTION*

pointment of instructors there are no denominational distinctions. The aims of Haverford have been gradually developing and its function is becoming more and more clear—"to encourage the growth, among a limited number of young men, of vigorous bodies, scholarly minds, strong characters, and a real religious experience."

HAVERFORD COLLEGE

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HAVERFORD COLLEGE

FACULTY

1912-1913

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ISAAC SHARPLESS, SC.D., LL.D., L.H.D.  
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ALLEN CLAPP THOMAS, A.M.  
Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, PH.D.  
John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, PH.D., LL.D., LITT.D.  
Professor of English Literature.

HENRY SHERRING PRATT, PH.D.  
David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.  
Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., LITT.D.  
Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.  
Registrar and Instructor in Drawing.

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*FACULTY*

ALBERT ELMER HANCOCK, PH.D.  
Professor of English.

LEGH WILBER REID, PH.D.  
Professor of Mathematics.

WILLIAM WILSON BAKER, PH.D.  
Associate Professor of Greek.

\*FREDERIC PALMER, JR., A.M.  
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.  
Associate Professor of Applied Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.  
Acting Dean and Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.  
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.  
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.  
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.  
Instructor in German.

HENRY JOEL CADBURY, A.M.  
Instructor in Biblical Literature.

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\*Absent 1912-13.

*HAVERFORD COLLEGE*

ROBERT ROY CHAMBERLIN, A.B.  
Instructor in Physics.

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WILLIAM HENRY COLLINS, A.M.  
Superintendent of Buildings and Grounds.

HELEN SHARPLESS  
Assistant Librarian.

JAMES MCFADDEN CARPENTER, JR., A.B.  
Assistant in French.

LESLIE WARREN FERRIS, A.B.  
Assistant in the Chemical Laboratory.

JOHN JOSEPH KEOGH, D.D.S.  
Assistant Physical Director.

GARFIELD W. WEAVER  
Assistant in the Engineering Laboratory.

## STANDING COMMITTEES OF THE FACULTY

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LIBRARY—President Sharpless, Chairman; Professors Thomas, Hall, and F. B. Gummere.

DELINQUENT STUDENTS—Professor Reid, Chairman; Professors Babbitt, Barrett, and R. M. Gummere.

STUDENT PETITIONS—Professor R. M. Gummere, Chairman; Professors Barrett, Hancock, and Rittenhouse.

ATHLETICS—President Sharpless, Chairman; Professors Babbitt and R. M. Gummere, and T. K. Brown, Jr.

ADVANCED DEGREES—Professor F. B. Gummere, Chairman; Professors Hall, Jones, Reid, and R. M. Gummere.

## HAVERFORD COLLEGE

### STUDENTS

The letter A after the name of a student indicates that he is taking the Arts Course; s, the Course in General Science; E, the Course in Engineering. In the last column is given the number of the student's room; Bn is an abbreviation for Barclay Hall, North; Bc, for Barclay Hall, Center; Bs, for Barclay Hall, South; F, for Founders Hall; L, for Lloyd Hall; M, for Merion Hall; D, for day-student. An asterisk (\*) indicates that a student is not in full class standing (see page 87).

### GRADUATE STUDENTS

Baily, Joshua Longstreth, Jr.	<i>Haverford, Pa.</i>	3 L
A.B. (Haverford College) 1912.	Teaching Fellow.	Aesthetics.
Carpenter, James McFadden, Jr.	<i>Pittsburgh, Pa.</i>	31 Bc
A.B. (Haverford College) 1912.	Assistant in French.	French.
Ferris, Leslie Warren	<i>Harborcreek, Pa.</i>	42 Bc
A.B. (Haverford College) 1912.	Assistant in Chemistry.	Chem- istry.
Lathem, Lance Brenton	<i>Chester, Pa.</i>	14 M
A.B. (Haverford College) 1912.	Teaching Fellow.	Biology.

### SENIOR CLASS

Baker, Paul Gay	A	<i>Sullivan, N. H.</i>	D
Beatty, Joseph Moorhead, Jr.	A	<i>Bryn Mawr, Pa.</i>	39 Bc
Brown, Paul Howard	s	<i>Spiceland, Ind.</i>	1 F
Crosman, Charles Henry	A	<i>Haverford, Pa.</i>	D
Crowder, William Samuel	A	<i>Germantown, Pa.</i>	1 L
Curtis, Frederick Augustus	A	<i>Wilmington, Del.</i>	9 M
*Diamant, Francis Harrar	s	<i>Devon, Pa.</i>	104 M
Froelicher, Francis Mitchell	A	<i>Baltimore, Md.</i>	111 M
Gifford, Philip Collins	A	<i>Providence, R. I.</i>	14 M
Goddard, Arthur Herbert	A	<i>New Bedford, Mass.</i>	11 M

## STUDENTS

Gregory, Raymond	A	<i>New Vienna, Ohio</i>	7 F
Hadley, Lawrence Nathan	A	<i>Coldwater, Kan.</i>	2 M
Hall, Norris Folger	A	<i>Haverford, Pa.</i>	101 M
Hare, William Yarnall	S	<i>West Chester, Pa.</i>	107 M
Hires, Charles Elmer, Jr.	S	<i>Haverford, Pa.</i>	110 M
Howson, Richard	E	<i>Wayne, Pa.</i>	109 M
Longstreth, William Church	A	<i>Germantown, Pa.</i>	105 M
Ludlam, Jesse Diverty	A	<i>Cape May C. H., N. J.</i>	8 M
Maule, Edmund Richardson	A	<i>Moorestown, N. J.</i>	2 L
Meador, Stephen Warren	A	<i>Gonic, N. H.</i>	8 M
Mendenhall, Lloyd Hadley	S	<i>Earlham, Iowa</i>	1 F
Montgomery, George	A	<i>Philadelphia, Pa.</i>	33 Bc
Nicholson, Herbert Victor	S	<i>Lansdowne, Pa.</i>	6 M
Pickett, Samuel Caleb	A	<i>Long Beach, Cal.</i>	3 F
Porter, Oliver Moore	S	<i>Philadelphia, Pa.</i>	1 L
Tatnall, Joseph	A	<i>Wilmington, Del.</i>	6 M
Taylor, Norman Henry	A	<i>New York, N. Y.</i>	2 L
*Thomas, Lester Ralston	S	<i>Avondale, Pa.</i>	15 M
Van Sickle, John Valentine	A	<i>Springfield, Mass.</i>	103 M
Webb, William	A	<i>Collegeville, Pa.</i>	33 Bc
Winslow, Edwards Fayssoux	A	<i>Bryn Mawr, Pa.</i>	D
Winslow, George Leiper	S	<i>Baltimore, Md.</i>	38 Bc
Woosley, John Brooks	A	<i>Marven, N. C.</i>	3 F
Young, Charles Otis	S	<i>Sag Harbor, N. Y.</i>	39 Bc

## JUNIOR CLASS

Bell, Henry Ernest	E	<i>Milton, N. Y.</i>	12 M
Bentley, Jules Silvanus	A	<i>Camden, N. J.</i>	5 M
Bowerman, Walter Gregory	A	<i>Charleston, W. Va.</i>	17 M
*Champlin, Carroll Dunham	A	<i>Towanda, Pa.</i>	3 L
*Clarke, Stewart Patterson	A	<i>Devon, Pa.</i>	D
Downing, George Valentine	S	<i>Elsmere, Del.</i>	12 M



# HAVERFORD COLLEGE

Edgerton, Charles Willis	E	Haverford, Pa.	D
Elkinton, Alfred Walton	S	Moylan, Pa.	24 Bs
Elkinton, Howard West	A	Moylan, Pa.	24 Bs
Elkinton, Thomas William	S	Philadelphia, Pa.	6 L
Ferguson, Joseph Cooper, 3rd	S	Philadelphia, Pa.	5 L
Ferris, Malcolm	E	Philadelphia, Pa.	D
Garrigues, John Kittera	A	Haverford, Pa.	D
Green, Jesse Paul	A	Wilmington, Del.	41 Bc
Jones, Edward Morris	A	West Grove, Pa.	113 M
*Lewis, Benjamin Jones	S	Broomall, Pa.	115 M
Locke, Robert Allison	E	Titusville, Pa.	112 M
*McFarlan, Roy	A	West Chester, Pa.	37 Bc
*McKinley, Rowland Paul	S	Wayne, Pa.	37 Bc
*Miller, Harold Schaeffer	A	Philadelphia, Pa.	20 Bs
Offermann, Harry	A	Philadelphia, Pa.	5 F
*Patteson, William Sheppard	S	Penn Yan, N. Y.	29 Bc
Philips, Rowland Stanton	A	Kennett Square, Pa.	106 M
Rice, Edward, Jr.	A	Cape May C. H., N. J.	116 M
Rogers, Robert Groves	A	Brooklyn, N. Y.	40 Bc
Sangree, Paul Hudson	E	Philadelphia, Pa.	108 M
*Smith, Robert Chapman	S	Philadelphia, Pa.	4 M
Stokes, Samuel Emlen	A	Moorestown, N. J.	6 L
Taylor, Herbert William	A	Malvern, Pa.	41 Bc
*Thomas, Leonard Van Hoesen	A	Haverford, Pa.	61 Bn
*Tomlinson, Thomas	A	Philadelphia, Pa.	D
Waples, Douglas	A	Wayne, Pa.	114 M
Whitall, William Henry Bacon	S	Germantown, Pa.	5 L
*Williams, Charles Rhoads	S	South River, N. J.	18 Bs

## SOPHOMORE CLASS

Allen, Percival Roy	E	Auburndale, Mass.	1 M
Bowman, Edgar Milton	A	Kinzer, Pa.	21 Bs

# STUDENTS

Brinton, Walter Carroll	A	Frankford, Pa.	67 Bn
Carey, Galloway Cheston	A	Baltimore, Md.	58 Bn
*Coleman, Nelson Bader	S	Scranton, Pa.	68 Bn
*Crosman, Edward Newton, Jr.	E	Haverford, Pa.	D
*Crosman, Loring Pickering	E	Saco, Me.	23 Bs
*Dodge, Karl	E	Germantown, Pa.	7 L
Dunn, Emmett Reid	A	Alexandria, Va.	19 Bs
*Egolf, Paul Hewlett	E	Brooklyn, N. Y.	17 Bs
*Ellison, James Sprague, Jr.	S	Philadelphia, Pa.	58 Bn
Falconer, Cyrus	A	Darling, Pa.	23 Bs
Farr, Edward Lincoln, Jr.	S	Wenonah, N. J.	66 Bn
*Garrett, Hibbard	S	Chicago, Ill.	7 L
Gummere, John Westcott	A	Burlington, N. J.	69 Bn
Hallett, George Hervey, Jr.	A	Lansdowne, Pa.	13 M
*Helveston, Harold William	E	Jenkintown, Pa.	12 Bs
Hendricks, Paul Craig	A	Chambersburg, Pa.	22 Bs
*Hill, Gerald Ford	A	Boston, Mass.	9 Bs
*Hoopes, Thomas, Jr.	S	West Chester, Pa.	67 Bn
Howson, Hubert Abbe	S	New York, N. Y.	38 Bc
*Kling, Edward William	S	Chestnut Hill, Pa.	66 Bn
*Leland, William Henry	S	Haverford, Pa.	68 Bn
*Levis, Edward Megarge	A	Germantown, Pa.	71 Bn
Locke, LeRoy Dyer	S	Bellefonte, Pa.	72 Bn
McNeill, Joseph	A	Germantown, Pa.	3 M
Moore, Edwin Lawton, Jr.	A	Philadelphia, Pa.	D
Morley, Felix Muskett	S	Baltimore, Md.	102 M
*Nitobé, Yoshio	A	Tokyo, Japan	69 Bn
Pharo, Eugene Morris	S	Philadelphia, Pa.	13 M
Shaffer, Elmer	S	Philadelphia, Pa.	44 Bc
Tang, Man Hoi	S	Canton, China	70 Bn
Taylor, Kempton Potter Aikin	S	Chestnut Hill, Pa.	61 Bn
Theis, Grover Cleveland	A	Germania, Pa.	10 Bs

## HAVERFORD COLLEGE

Totah, Selim	S	<i>Ramallah, Palestine</i>	63 Bn
*Turner, Charles Brinkley	A	<i>Overbrook, Pa.</i>	44 Bc
Van Hollen, Donald Beauchamp	A	<i>Baltimore, Md.</i>	13 M
Vail, Walter Elwood	S	<i>Forest Hill, Md.</i>	2 Bs
Votaw, Ernest Nicholson	A	<i>Lansdowne, Pa.</i>	7 M
Weikel, Malcolm Husted	A	<i>Merchantville, N. J.</i>	21 Bs
Whipple, Paul Kimball	A	<i>Germantown, Pa.</i>	11 Bs

## FRESHMAN CLASS

Allen, Wilmar Mason	A	<i>Ridley Park, Pa.</i>	8 F
Bray, William McKinley	A	<i>Bridgeport, Pa.</i>	D
Buffum, Frederick Cyrus, Jr.	S	<i>Westerly, R. I.</i>	59 Bn
Bye, Edgar Chalfant	A	<i>Rutledge, Pa.</i>	54 Bn
Carey, James, III.	A	<i>Baltimore, Md.</i>	50 Bn
Cary, Frank Wing	S	<i>Baltimore, Md.</i>	13 Bs
Cooper, Joseph Arthur	S	<i>Coatesville, Pa.</i>	15 Bs
Corson, Bolton Langdon	E	<i>Plymouth Meeting, Pa.</i>	53 Bn
*Downing, Henry Drinker, Jr.	S	<i>Elsmere, Del.</i>	D
Dunlap, George Arthur	A	<i>Philadelphia, Pa.</i>	60 Bn
Faries, Walter Reichner	A	<i>Bala, Pa.</i>	6 Bs
Farr, Walter Green	E	<i>Wenonah, N. J.</i>	50 Bn
Garrigues, Albert Graham	S	<i>Haverford, Pa.</i>	D
Goerke, Francis Charles	A	<i>Brooklyn, N. Y.</i>	59 Bn
Hannum, William Townsend	A	<i>Rosedale, Pa.</i>	35 Bc
Heaton, Lawrence Gardner	S	<i>Poughkeepsie, N. Y.</i>	7 Bs
Hunter, Perry Ashbridge	A	<i>Norristown, Pa.</i>	14 Bs
Kaleel, Mousa Jirius	S	<i>Ramallah, Palestine</i>	63 Bn
Kendig, Raymond Clare	S	<i>Timicula, Pa.</i>	51 Bn
Kirk, William Thompson, 3rd	S	<i>Beverly, N. J.</i>	35 Bc
Knight, Clinton Prescott, Jr.	S	<i>Providence, R. I.</i>	5 Bs
Knowlton, Henry Earle	S	<i>Haverford, Pa.</i>	55 Bn
Kuhns, John	S	<i>Greensburg, Pa.</i>	8 Bs

## STUDENTS

Lees, Alfred Whitaker	s	<i>Philadelphia, Pa.</i>	43 Bc
Leidy, Philip Ludwell	s	<i>Philadelphia, Pa.</i>	4 L
Love, John Gray, Jr.	A	<i>Bellefonte, Pa.</i>	7 Bs
Lukens, Edward Fell, Jr.	A	<i>Germantown, Pa.</i>	53 Bn
Marine, James Sidney	E	<i>Brooklyn, N. Y.</i>	1 Bs
Martwick, William Lorimer	E	<i>Brooklyn, N. Y.</i>	3 Bs
Maxwell, John Gordon	s	<i>Merchantville, N. J.</i>	25 Bc
Mengert, Ulric Johnson	A	<i>Washington, D. C.</i>	52 Bn
Moon, Edward Randolph	s	<i>Fallsington, Pa.</i>	13 Bs
Morgan, Sherman Parker	A	<i>Wheeling, W. Va.</i>	15 Bs
Newell, Carl Leister	s	<i>Brunswick, Me.</i>	6 F
Oberholtzer, Charles Herman, Jr.	s	<i>Mont Clare, Pa.</i>	6 Bs
Rushton, Kenneth, Jr.	s	<i>Wynnewood, Pa.</i>	D
Sharpless, Francis Parvin	A	<i>West Chester, Pa.</i>	25 Bc
Sheldon, George Bertron	A	<i>Swanton, Vt.</i>	4 Bs
Shipley, James Emlen	A	<i>Germantown, Pa.</i>	16 Bs
Steere, Isaac Thomas	s	<i>Chepachet, R. I.</i>	51 Bn
Stokes, Joseph, Jr.	A	<i>Moorestown, N. J.</i>	16 Bs
Van Buskirk, George	A	<i>Pottstown, Pa.</i>	60 Bn
Wendell, Douglas Cary	s	<i>Wayne, Pa.</i>	14 Bs
Woodbridge, Raymond Lester	s	<i>Germantown, Pa.</i>	5 Bs
York, Harold Quimby	A	<i>Unadilla, N. Y.</i>	43 Bc

## SPECIAL STUDENTS

Barker, Albert Winslow	<i>Moylan, Pa.</i>	D
Gates, Morris White	<i>Cincinnati, Ohio</i>	8 L
Geisinger, William Shelly	<i>Zionsville, Pa.</i>	D
Harvey, Andrew	<i>Paterson, N. J.</i>	8 Bs
Johnson, Henry Alden	<i>Haverford, Pa.</i>	D
Lippmann, Leonard Blackledge	<i>Overbrook, Pa.</i>	8 L
Rowntree, Lawrence Edmund	<i>Scalby, England</i>	4 L
Wagner, Samuel, Jr.	<i>West Chester, Pa.</i>	22 Bs

## HAVERFORD COLLEGE

### SUMMARY

Graduate students.....	4
Seniors.....	34
Juniors.....	34
Sophomores.....	41
Freshmen.....	45
Special students.....	9
	<hr/>
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## ADMISSION

Candidates for admission to the Freshman class shall make application on a blank which will be furnished, on request, by the President of the College. (See page 89.)

Each candidate shall also present a certificate of character from the principal of the school last attended. Principals are requested to write fully as to the character, habits, and ability of applicants. Such statements will have due weight in determining the question of admission.

The subjects which may be presented for admission are divided into two groups in accordance with the following table. The figures given represent "units" according to the system of the Carnegie Foundation.

Group I (required of all candidates):

English A*	}	..... 3
English B		
Algebra A	}	..... 1½
Algebra B		
Plane Geometry		..... 1
One History†		..... 1

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\*For definitions of these subjects see pages 28-37.

†Candidates for the Arts Course must present Ancient History



# HAVERFORD COLLEGE

## Group II (elective):

Latin A.....	2
Latin B { Cicero* Vergil Composition } .....	2
Greek.....	3
Elementary German.....	2
Advanced German.....	1
Elementary French.....	2
Advanced French.....	1
One History.....	1
Solid Geometry and Trigonometry.....	1
Chemistry.....	1
Physics.....	1
Zoölogy.....	1
Botany.....	1
Physiology.....	1

Every student must present for admission subjects having a total value of  $14\frac{1}{2}$  units arranged as follows:

## *For the Arts Course:*

All subjects in Group I.....	$6\frac{1}{2}$
Latin A and Latin B.....	4
Other subjects from Group II (including one language).....	4

## *For the Science Courses:*

All subjects in Group I.....	$6\frac{1}{2}$
Subjects from Group II (including at least two units in each of two languages).....	8

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\*Any two of the three subdivisions under Latin B together with Latin A will be accepted as constituting three units.

## ADMISSION

The candidate may give evidence of his preparation in these requirements by either of the following plans for admission:

I. *By Examination only.* The candidate must take entrance examinations in *all* the subjects which he presents for admission. He may take examinations in any of these subjects as preliminary examinations a full year or more before he intends to enter college, but no student will be admitted to a preliminary examination without a certificate from his teacher specifying the subjects in which he is prepared.

Students unable to pass all the examinations may be admitted with a few conditions. Each case will be decided on its merits.

II. *By both Examination and Certificate.* The student must present, on blanks supplied by the College and signed by the principal of the school which he has attended, a complete record of his work in all subjects during the last four years of preparation, with the time spent and the grade received in each study.

He must also take entrance examinations in three subjects,—English, mathematics, and one foreign language. The English will be the examination defined as English B. The mathematics will be both Algebra B and Plane Geometry. The language required will be, for the Arts Course, Latin B; for the Science Courses, either Elementary German or Elementary French. The three examinations must all be taken at one time either in the Sixth month or the Ninth month.

On the basis of his certificate and his marks in these examinations the applicant will be either admitted with-

## HAVERFORD COLLEGE

out conditions or rejected with permission to apply again for admission according to either plan.\*

This plan is intended mainly for good students, who, deciding late in their school courses to enter Haverford, would find it difficult to prepare themselves for examination in all their entrance subjects, but could readily pass a good examination in three fundamental subjects of their school course and present a satisfactory certificate for all of it. Candidates of only average ability and those who can take preliminary examinations in regular order will gain nothing by adopting this plan.

*Special Students.*—Students not candidates for degrees may be permitted to pursue special courses, for proficiency in which certificates may be granted; but this permission will be given only to students of ability and character sufficient to insure their success.

*Advanced Standing.*—Candidates may be admitted to advanced classes if found proficient in all the preceding studies of the course. Each case will be considered on its merits. Students entering from other colleges must present certificates of honorable dismissal.

### SCHEDULE OF EXAMINATIONS FOR ADMISSION

Examinations for admission to the Freshman class according to either of the plans described above are held at the College twice a year, in the Sixth month and the Ninth month. For students living at a distance special arrangements may be made for taking the examinations elsewhere. Examinations of the College Entrance Examination Board may be taken in place of the corresponding Haverford examinations.

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\*In a few exceptional cases a student who fails in one examination but passes the other two examinations with high marks may be admitted if at the next examination period he repeats the examination in the subject in which he failed and passes it with a high mark.

## ADMISSION

In 1913 the order of examinations will be as follows:

Sixth month 16th and Ninth month 22nd.

9.00-11.30	Elementary German.
11.30-1.00	Advanced German.
12.00-1.00	English A.
2.00-4.00	English B.
4.00-5.30	Physics.

Sixth month 17th and Ninth month 23rd.

9.00-10.00	Cicero.	} Latin B.
10.00-11.00	Vergil.	
11.00-11.45	Composition.	
11.30-1.00	Latin A.	
9.00-10.30	Zoölogy.	
9.00-10.30	Botany.	
10.30-12.00	Chemistry.	
10.30-12.00	Physiology.	
2.00-4.00	Elementary French.	
4.00-5.30	Advanced French.	
2.00-3.15	Xenophon.	
3.15-4.30	Homer and Sight Translation.	
4.30-5.30	Greek Composition.	
2.00-5.00	Solid Geometry and Trigonometry.	

Sixth month 18th and Ninth month 24th.

9.00-10.30	Plane Geometry.
10.30-12.00	Algebra B.
12.00-1.00	Algebra A.
2.00-3.15	Ancient History.
3.15-4.30	American History and Civil Govern- ment.
4.30-5.45	Medieval and Modern European History.
4.30-5.45	English History.

## HAVERFORD COLLEGE

### REQUIREMENTS FOR ADMISSION IN THE SEVERAL SUBJECTS

#### ENGLISH

The English examination is divided into two parts, A and B, which may be taken separately. No candidate will be accepted in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

#### *English A—Reading.*

Certain books are selected for reading. The candidate will be required to give a list of the books he has read. The form of examination will usually be the writing of a short theme on a subject chosen by the candidate from several set before him in the examination paper. The treatment of the topic should show the candidate's power of clear and accurate expression and will call for only a general knowledge of the substance of the books read.

For entrance in 1913, 1914, and 1915, the candidate must choose at least ten units\* from the following groups, two units from each group.

#### Group I.

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid*

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\*Each unit is set off by semicolons.

## ADMISSION

should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

### Group II.

Shakspeare, *The Merchant of Venice*; *A Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

### Group III.

Defoe, *Robinson Crusoe*, Part I; Goldsmith, *The Vicar of Wakefield*; either Scott, *Ivanhoe*, or Scott, *Quentin Durward*; Hawthorne, *The House of the Seven Gables*; either Dickens, *David Copperfield*, or Dickens, *A Tale of Two Cities*; Thackeray, *Henry Esmond*; Mrs. Gaskell, *Cranford*; George Eliot, *Silas Marner*; Stevenson, *Treasure Island*.

### Group IV.

Bunyan, *Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin, *Autobiography* (condensed); Irving, *The Sketch Book*; Macaulay, *Essays on Lord Clive and Warren Hastings*; Thackeray, *English Humourists*; *Selections* from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman, *The Oregon Trail*; either Thoreau, *Walden*, or Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson, *An Inland Voyage* and *Travels with a Donkey*.



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### Group V.

Palgrave, *Golden Treasury (First Series)*, Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Gray, *Elegy in a Country Churchyard* and Goldsmith, *The Deserted Village*; Coleridge, *The Ancient Mariner* and Lowell, *The Vision of Sir Launfal*; Scott, *The Lady of the Lake*; Byron, *Childe Harold*, Canto IV, and *The Prisoner of Chillon*; Palgrave, *Golden Treasury (First Series)* Book IV, with special attention to Wordsworth, Keats, and Shelley; Poe, *The Raven*, Longfellow, *The Courtship of Miles Standish*, and Whittier, *Snow Bound*; Macaulay, *Lays of Ancient Rome* and Arnold, *Sohrab and Rustum*; Tennyson, *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

### English B—Study and Practice.

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon the subject-matter, style, and literary history.

The books set for this part of the examination will be, for entrance in 1913, 1914, and 1915: Shakspere, *Macbeth*; Milton, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke, *Speech on Conciliation with America*, or Washington, *Farewell Address* and Webster, *First Bunker Hill Oration*; Macaulay, *Essay on Johnson*, or Carlyle, *Essay on Burns*.

## ADMISSION

### MATHEMATICS

The definition of the requirements in Mathematics is the same as that of the College Entrance Examination Board.

#### *Algebra A*—To Quadratics.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions, including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

#### *Algebra B*—Quadratics and beyond.

Quadratic equations, both numerical and literal.

Simple cases of equations, with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial affairs. The use of graphical

## HAVERFORD COLLEGE

methods and illustrations, particularly in connection with the solution of equations, is also expected.

### *Plane Geometry.*

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including problems in loci.

Applications to the mensuration of lines and plane surfaces.

### *Solid Geometry.*

The usual theorems and constructions of good textbooks, including the relation of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including problems in loci.

Application to the mensuration of surfaces and solids.

### *Plane Trigonometry.*

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles.

Proofs of the principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas.

## ADMISSION

Solution of trigonometric equations of a simple character.

Theory and use of logarithms (without the introduction of work involving infinite series).

The solution of right and oblique triangles, and practical applications.

In each subject stress will be laid upon accuracy and neatness of work. Results should be verified.

## HISTORY

The requirements in History are based on the recommendation of the Committee of Seven of the American Historical Association.

(a) *Ancient History*, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages down to the death of Charlemagne.

(b) *Medieval and Modern European History*, from the death of Charlemagne to the present time.

(c) *English History*.

(d) *American History and Civil Government*.

Each of the above subjects is intended to represent one year of historical work wherein the study is given five times a week, or two years of historical work wherein the study is given three times a week.

The work should include the use of good text-books, collateral reading, practice in written work, and in locating places and movements on outline maps. The candidate should be trained in comparison and in the use of judgment as well as in the use of memory.

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### LATIN

*Latin A.* Cæsar, *Gallic War*, Books I-IV. Forms and constructions and sight translation.

*Latin B.* (a) Cicero, the speech *On the Manilian Law* the four *Against Catiline*, and the speech *For Archias*; sight translation. (b) Vergil, *Aeneid*, Books I-VI; sight translation. (c) Translation into Latin of an English passage, based on some portion of the Cæsar or of the Cicero prescribed. Other books of Cæsar or speeches of Cicero may be offered by the candidate instead of those mentioned, *provided due notice be given*.

### GREEK

(a) Xenophon, *Anabasis*, Books I-IV. (b) Homer, *Iliad*, Books I-III, omitting the Catalogue of Ships. (c) The translation at sight of simple Attic prose. (d) The translation into Greek of a simple English passage based upon some portion of the Xenophon prescribed.

The examinations will be designed to test the candidate's knowledge of grammatical forms and constructions, his ability to translate into idiomatic English, and the intelligence with which he has read the prescribed books.

### GERMAN

*Elementary German*, admitting to German 1. A knowledge of German grammar and vocabulary sufficient to enable the candidate to translate at sight into idiomatic English easy passages taken from modern German prose; to write out typical declensional and conjugational paradigms and such other grammatical forms as are usually given in school grammars; and to translate into German

## ADMISSION

simple English sentences or a piece of easy connected prose.

Candidates should have read in preparation not less than three hundred pages of modern German, including reading at sight, from the works of at least three different authors.

*Advanced German*, admitting, with the consent of the instructor, to German 2. A more thorough knowledge of grammar, vocabulary and idiom than that required for Elementary German, enabling the candidate to read at sight more difficult prose as well as poetry, and to translate into German a number of English sentences or a piece of connected prose requiring both appreciation of the English idiom and knowledge of the corresponding German idiom. The description of German 1 (see page 48) will indicate the quantity and scope of the work which, in addition to the preparation for Elementary German, should be performed in preparation for Advanced German.

Students presenting themselves for examination in Advanced German will not be given credit for it unless they pass also the examination in Elementary German.

## FRENCH

*Elementary French*, admitting to French 1. (a) Proficiency in elementary grammar, including the more common irregular verbs. (b) Ability to translate simple French prose and to put into French short sentences requiring a knowledge of the simpler idioms. Candidates should have read in preparation not less than three hundred pages, including reading at sight, from the works of at least three different authors. The books read in



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French A (see page 50) will be considered adequate for preparation.

*Advanced French*, admitting, with the consent of the instructor, to French 2. (a) Thorough knowledge of grammar. (b) Ability to translate ordinary French of the nineteenth century. (c) Command of idiom sufficient to put into French a connected passage of ordinary English prose. As preparation an equivalent of the work done in French 1 (see page 50) is adequate.

Students who have presented themselves for examination in Advanced French will not be given credit for it unless they have passed also the examination in Elementary French.

## PHYSICS

The requirement will be one year's work, covering mechanics, sound, heat, light, and electricity. Emphasis will be laid upon the solution of problems. All students who have had laboratory work will be required to leave their laboratory note-books with the instructor at the time of the examination.

## CHEMISTRY

The requirements in chemistry will comprehend a course of at least sixty experiments performed by the pupil and accompanied by systematic instruction in the common elements and their compounds, including chemical equations, the simple gas laws, and the fundamental atomic and molecular theories. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.

## ADMISSION

### ZOÖLOGY

The requirement will be one year's work, which should include dissection of types of the most important groups of the animal kingdom and a knowledge of the classification of animals. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

### BOTANY

The requirement will be one year's work. The student will be expected to have a fairly definite knowledge of the seed and seedling, root, stem, and leaf, the flower and fruit, the cell, and the natural history and classification of plants. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

### PHYSIOLOGY

The requirement will be one year's work, and will cover definitions and principles of physiologic study; protoplasm and its functions; chemistry of body tissues; functional activity of muscular, nervous, epithelial, and connective tissues; the digestive, circulatory, and respiratory systems, and the special senses.

## HAVERFORD COLLEGE

### COURSES OF STUDY

#### I. COURSE IN ARTS

Latin and one other foreign language presented for admission must be continued during the Freshman and Sophomore years. If a third language is presented it may be continued when the daily program and the number of hours taken by the student permit. All courses given in any department are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

#### II. COURSES IN SCIENCE

(a) *Course in General Science.*—This course is practically the same as the Course in Arts in both required and elective subjects, except that Latin is not required either for entrance or as a college subject.

(b) *Courses in Engineering.*

1. *Course in Mechanical Engineering.*—This course consists largely of mathematics, applied science, and work in the shop and drawing-room.

2. *Course in Electrical Engineering.*—This course is similar to course 1. A number of advanced courses on electricity, including laboratory work, are required.

The table on page 40 presents the requirements in the several courses.

## COURSES OF STUDY

### REQUIREMENTS GOVERNING THE CHOICE OF ELECTIVES FOR JUNIORS AND SENIORS

In the Courses in Arts and General Science electives are chosen according to the following groups and requirements:

In the Arts Course the groups are:

*Group I.* Greek, Latin, Mathematics.

*Group II.* English, German, French, History, Economics, Biology, Chemistry, Physics.

In the General Science Course the groups are:

*Group I.* Mathematics, Biology, Chemistry, Physics.

*Group II.* English, German, French, Greek, Latin, History, Economics.

Requirements for the Junior year\*:

- (1) Three hours from Group I.
- (2) Six hours from Groups I and II.
- (3) Three hours free electives.

Requirements for the Senior year\* (either A or B to be chosen):

A.—(1) Six hours in *two* of the three subjects chosen under (1) and (2) in the Junior year.

(2) Six hours free electives.

B.—(1) Six hours in any *one* subject studied for at least three hours throughout half of the Junior year.

(2) Six hours free electives.

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\*Each student in the Science Course is required to take at least one three-hour course in Biology, Chemistry, or Physics in the Sophomore, Junior, or Senior year.

	ARTS.	GENERAL SCIENCE.	ENGINEERING.
FRESHMEN.	English 1 and 2.....*2 Latin 1..... 4 Greek 1 or } French 1 or } ..... 4 German 1 Mathematics 1..... 4 §Physics Aa or } and } 3 Government 1a History 1b..... 1 Biblical Literature 1... 1 Biology 1 and } Physical Training 1 } .. 2	English 1 and 2.....*2 †French 1..... 4 †German 1..... 4 Mathematics 1..... 4 §Physics Aa or } and } 3 Government 1a History 1b..... 1 Biblical Literature 1... 1 Biology 1 and } Physical Training 1 } .. 2	English 1 and 2.....*2 †French 1 or } ..... 4 German 1 } Engineering 3 and 4... 4 Mathematics 1..... 4 §Physics Aa or } and } 3 Government 1a History 1b..... 1 Biblical Literature 1... 1 Biology 1 and } Physical Training 1 } .. 2
SOPHOMORES.	English 3..... 2 Latin 2..... 3 Greek 2 or } French 2 or } ..... 3 German 2 **Chemistry 1 or } Mathematics 2 } ..... 4 **Physics 1 or } Biology 2 or } ..... 4 Greek A or } History 2 and } Economics 1 } Biblical Literature 2... 1 Physical Training 2... 2	English 3..... 2 †French 2..... 3 †German 2..... 3 Chemistry 1 or } Mathematics 2 } ..... 4 Physics 1 or } Biology 2 or } ..... 4 Greek A or } History 2 and } Economics 1 } Biblical Literature 2... 1 Physical Training 2... 2	English 3..... 2 †French 2 or } ..... 3 German 2 } Engineering 2a and 3b } 4 Engineering 4 } Mathematics 2..... 4 Physics 1..... 4 Biblical Literature 2... 1 Physical Training 2... 2
JUNIORS.	English 4, 5, or 6..... 1 ††Economics 1a } ..... 3 Philosophy 1b } †Electives.....12	English 4, 5, or 6..... 1 ††Economics 1a } ..... 3 Philosophy 1b } †Electives.....12	English 4, 5, or 6..... 1 Physics 6..... 3 Mathematics 3..... 3 Chemistry 1..... 4 Engineering 3a and 4a } 5 Engineering 1b..... }
SENIORS.	English 4, 5, or 7..... 1 Philosophy 5a and 5b.. 3 †Electives.....12	English 4, 5, or 7..... 1 Philosophy 5a and 5b.. 3 †Electives.....12	English 4, 5, or 7..... 1 Philosophy 5a and 5b.. 3 Mathematics 4..... 3 Engineering 5a } ..... 3 Physics 7b } Electives..... 6

The letter *a* indicates first half-year. The letter *b* indicates second half-year.

\* Figures in these columns indicate hours per week. In laboratory, gymnasium, and shop, two and one-half hours must be taken for each hour here indicated.

† A student presenting Greek or Latin for admission to the Science Courses may substitute German A and German 1 for German 1 and German 2, or French A and French 1 for French 1 and French 2 in the Freshman and Sophomore years.

§ During the first half-year Physics A is required of all Freshmen who have not presented Physics for entrance. All others must take Government 1.

\*\* Instead of either of these groups, students who take both Greek and Latin may elect four hours of advanced Greek or Latin, or German 1, or French 1, provided their schedules permit.

†† For Juniors who have not elected it in the Sophomore year, Economics 1a is required. Juniors who have had Economics 1 must elect another course in its place.

‡ For requirements governing the choice of electives, see page 39. An average of sixteen hours per half-year is required in both the Junior and the Senior year; not less than thirteen hours may be taken in any half-year.

# SCHEDULE OF CLASSES FOR THE YEAR 1913-1914

Courses enclosed in parentheses are not offered for 1913-1914.

*a*—First half-year.    *b*—Second half-year.    Eng.—English.    Engin.—Engineering.

	8.30	9.30	10.30	11.30	1.30	2.00	3.00
<b>MONDAY</b> (2nd day)		Physics Aa Govern. 1a History 1b German 2 Math. 3 Latin 3 Phil. 5	Latin A German A French A Chem. 1 Math. 2 Phil. 4 Engin. 5 Biology 7 Greek 6b (Latin 6a)	English 1 Phil. 1b Engin. 1b Greek 2 French 2 Econ. 5a History 6		Greek 1 French 1 Chem. 2, 3, 4, 5 Lab. English 3 History 3 Engin. 4 Lab.	(Greek A) German 1 Geology 1b Govern. 2a History 2 French 4 History 5b Biology 5, 6a Lab. Physics 7 Lab.
	Biol. 9a, 10b					Germ. 5a, 6b Biology 5, 6a Lab. Physics 7 Lab.	
<b>TUESDAY</b> (3rd day)	Math. 1, 1' German 2 Econ. 3a, 4b Physics 6 Biology 8 Eng. 9a, 10b	(Greek A) Latin 1 Econ. 1 Physics 1 Biology 2 Math. 4 Eng. 8a, 12b	English 2 Math. 2 Chem. 4 English 6 Physics 7	English 1 Engin. 1b Math. 1c' Latin 2 Phil. 2a, 3b Greek 3 Econ. 6a, 7b		Greek 1 French 1 Chem. 1 Lab. History 3 Engin. 3 Lab. Biology 5 Germ. 5a, 6b	German 1 Spanish 1 Astron. 1a, 2b Phys. 2a, 3b
<b>WEDNESDAY</b> (4th day)	Math. 1, 1' Latin 2 Engin. 2a Phil. 2a, 3b Greek 3 Econ. 6a, 7b Biol. 9a, 10b	Physics Aa Govern. 1a History 1b English 3 Math. 3 Latin 3 Phil. 5	Latin A German A French A Chem. 1 Math. 2 Phil. 4 Engin. 5 Biology 7 Greek 6b (Latin 6a)	Math. 1c Phil. 1b Engin. 1b Greek 2 French 2 English 3 Econ. 5a History 6		Latin 1 Spanish 1 Astron. 1a, 2b Phys. 2a, 3b Biology 2 Lab. Engin. 2a, 4 Lab. Chem. 2, 3, 4, 5 Lab.	Biology 1a Physics 1 Geology 1b Govern. 2a History 2b French 4 History 5b Biology 6a
<b>THURSDAY</b> (5th day)	Math. 1, 1' German 2 Econ. 3a, 4b Physics 6 Biology 8 Eng. 9a, 10b	(Greek A) Latin 1 Econ. 1 Physics 1 Biology 2 Math. 4 Eng. 8a, 12b	Meeting 11.00-12.00 A. M.			Greek 1 French 1 Chem. 1 Lab. Physics 2a Lab. Engin. 3 Lab. English 5	German 1 Spanish 1 Astron. 1a, 2b Physics 3b English 7
<b>FRIDAY</b> (6th day)	Math. 1, 1' Latin 2 Engin. 2a Phil. 2a, 3b Greek 3 Econ. 6a, 7b Biol. 9a, 10b	Physics Aa Govern. 1a History 1b English 3 Math. 3 Latin 3 Phil. 5	Latin A German A French A Math. 2 Phil. 4 Chem. 4 Engin. 5 Biology 7 Greek 6b (Latin 6a)	Math. 1c' Phil. 1b Engin. 1b Greek 2 French 2 Bib. Lit. 2 Econ. 5a History 6		Greek 1 French 1 Chem. 2, 3, 4, 5 Lab. Bib. Lit. 2 History 3 Engin. 4 Lab. Germ. 5a, 6b Biology 5, 6a Lab. Physics 7 Lab.	(Greek A) German 1 Geology 1b Govern. 2a History 2b French 4 History 5b Biology 5, 6a Lab. Physics 7 Lab.
<b>SATURDAY</b> (7th day)	Bib. Lit. 1 Physics 1 Biology 2 Econ. 3a, 4b Physics 6 Biology 8 Eng. 9a, 10b	Bib. Lit. 1 Latin 1 Econ. 1 Math. 4 Eng. 8a, 12b			The following unscheduled courses are offered for 1913-14, the hours for which will be arranged to suit the programmes of the students electing said courses: Greek 5, Latin 4, 5, English 4, German 7, French 5, 6, Math. 2c, 3c, 6-12, Bib. Lit. 4, 5, Phil. 6, Biology 4. Classes in English 1, Math. 1, Math. 1', Bib. Lit. 1, Bib. Lit. 2, and English 3 are divided, and half the number of scheduled hours is required.		

All afternoon laboratory periods begin at 1.30; those on Saturday morning end at 11.00. Where conflicts occur with scheduled laboratory periods, substitute laboratory hours may occasionally be arranged.



## HAVERFORD COLLEGE

### COURSES OF INSTRUCTION

#### GREEK

Greek 1 and 2 are required, respectively, of Freshmen and Sophomores in the Arts Course, who present Greek and Latin for admission and no other foreign language. (See page 38 and page 40, foot-note.) All Greek courses are open as electives to those properly qualified. For New Testament Greek see Biblical Literature 5.

A. *Course for Beginners.* Thorough study of the elements of the language, followed by the reading of simple Attic prose. This course gives adequate preparation for Greek 1. It is generally given in alternate years. Students in the Arts Course, who do not present Greek for admission and desire to begin the study at once, are permitted to substitute Greek A for French 1 or German 1 in the Freshman year. When not so taken, it is advised that the course be elected in the Sophomore year rather than later.

Professor Baker; 4 hours.

[Not given in 1913-14.]

1. *Freshman Greek.* Selections from various prose authors; Homer, *Odyssey*. Sight reading. Greek composition. Collateral reading on Greek private life and Greek mythology.

Professor Baker; 4 hours.

2. *Sophomore Greek.* Xenophon, *Memorabilia*; Plato, *Apology*; selections from Aristophanes, *Clouds*; selected

## COURSES OF INSTRUCTION

Greek tragedies. Sight reading. History of Greek literature.

Professor Baker; 3 hours.

3. *Greek Literature.* Herodotus, Books VII and VIII; Thucydides, Books VI and VII; representative Greek dramas, both tragedy and comedy, with study of others in English translation.

Professor Baker; 3 hours.

4. *Greek Literature.* Plato, *Republic*; Aeschines, *Against Ctesiphon*, and Demosthenes, *On the Crown*,

Professor Baker; 3 hours.

[Not given in 1913-14.]

5. *Advanced Greek Prose Composition.* Exercises and conferences.

Professor Baker; 1 hour.

6b. *Masterpieces of Greek Literature in English.* Knowledge of Greek is not necessary for this course. It is designed primarily for men who have not studied the language, but wish to get some idea of the literature. It will include (1) lectures on the history of Greek literature, its characteristic features, and its subsequent influence; (2) collateral reading, in translation, of the *Iliad* and *Odyssey*, selected works of Plato, and selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

Professor Baker; 3 hours, second half-year.

## LATIN

Latin 1 and 2 are required, respectively, of Freshmen and Sophomores in the Arts Course. All Latin courses are open as electives to those properly qualified.

## HAVERFORD COLLEGE

A. *Course for Beginners.* This course, usually given in alternate years, consists of a thorough grounding in the elements of Latin grammar and the reading of at least three books of Cæsar's *Gallic War*, and as much as possible in Cicero's orations (see the entrance requirements, page 34) and in Vergil.

Professor R. M. Gummere; 3 hours.

1. *Freshman Latin.* Selections from Livy; Vergil, *Aeneid*, Books VII–XII, *Bucolics* and fourth *Georgic*. Translation at sight. Prose composition.

Professor R. M. Gummere; 4 hours.

2. *Sophomore Latin.* Pliny, selected letters; Catullus; Horace, *Odes* and *Epodes*. Translation at sight. History of Latin literature.

Professor R. M. Gummere; 3 hours.

3. *Latin Literature.* Terence, *Andria*; Plautus, *Menaechmi* and *Captives*; selections from Lucretius; Quintilian, *Institutio Oratoria*, Book X. Translation at sight.

Professor R. M. Gummere; 3 hours.

4. *Latin Literature.* The principal satires of Juvenal and Horace; Tacitus, *Annals*, Books I–VI. Translation at sight.

Professor R. M. Gummere; 3 hours.

5. *Advanced Latin Composition.*

Professor R. M. Gummere; 1 hour.

## COURSES OF INSTRUCTION

6a. *Comparative Literature*. Lectures on the relation of Latin literature to English literature.

Professor R. M. Gummere; 3 hours, first half-year.  
[Not given in 1913-14.]

### ENGLISH LANGUAGE AND LITERATURE

English 1a, 1b, and 2 are required of all Freshmen, English 3 of all Sophomores, and English 4, 5, 6, or 7 of all Juniors and Seniors. The other courses are elective for Juniors and Seniors. No student will be graduated who cannot write a creditable style extemporaneously.

1a. *Freshman English*. The elements of rhetoric and studies in style. Genung, *Handbook of Rhetorical Analysis*. Extemporaneous speeches.

Professor Hancock; 1 hour, first half-year.

1b. *American Literature*. A brief historical and critical survey of American authors. Wendell, *A History of Literature in America*. Weekly themes.

Professor Hancock; 1 hour, second half year.

2. *Freshman English Literature*. Lectures on the foundations of English literature, and on its development down to the time of Shakspeare.

Professor F. B. Gummere; 1 hour.

3. *Sophomore English*. Lectures on rhetoric and the appreciation of literature. Readings from selected authors. Weekly themes. Extemporaneous speeches.

Professor Hancock; 2 hours.

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4. *Junior and Senior English.* Essays, extemporaneous themes, and general readings in literature, history, and biography. The detailed regulations of this course are published in a special pamphlet.

Professor Hancock; 1 hour.

5. *Advanced Themes.* Discussion of the principles of literary art and method. Regular practice in the various forms of composition. The class will be limited to twelve members.

Professor Hancock; 1 hour.

6. *Forensics.* Advanced work in extemporaneous speaking. Occasional addresses and debates. Collateral readings and themes. The course is open to ten qualified members of the Junior class.

Professor Hancock; 1 hour.

7. *Public Speaking.* Addresses on social and political topics. Arguments and pleas for civic reforms. Collateral readings and themes. The course is open to eight qualified members of the Senior class.

Professor Hancock; 1 hour.

8a. *Early English.* Bright, *Anglo-Saxon Reader*; *Elene*; *Béowulf*.

Professor F. B. Gummere; 3 hours, first half-year.

9a. *Middle English.* English literature in the thirteenth and fourteenth centuries. Chaucer, *Canterbury Tales*. English and Scottish ballads. Lectures and readings.

Professor F. B. Gummere; 3 hours, first half-year.

## COURSES OF INSTRUCTION

10b. *Elizabethan Literature.* Lectures on the development of English literature, particularly of the drama, down to Shakspeare. Readings of old plays and Elizabethan masterpieces. All the plays of Shakspeare, two of which are read critically in class.

Professor F. B. Gummere; 3 hours, second half-year.

11a. *English Literature of the Seventeenth Century.* Lectures, with readings in the general literature and a special study of Milton. Selections from the minor poems, *Comus*, certain books of *Paradise Lost*, and all of *Samson Agonistes* are read in class.

Professor F. B. Gummere; 3 hours, first half-year.  
[Not given in 1913-14.]

12b. *Modern English Prose Writers.* Lectures on the lives and works of Steele, Addison, Defoe, Swift, Johnson, Goldsmith, Burke, Fielding, Sterne, De Quincey, Lamb, Landor, Hazlitt, Carlyle, Arnold, Ruskin, Dickens, Thackeray, George Eliot, and others. Collateral readings and reports.

Professor Hancock; 3 hours, second half-year.

13b. *English Poetry of the Nineteenth Century.* Lectures on the lives and works of Burns, Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning, Rossetti, Morris, and Swinburne. Collateral readings and reports.

Professor Hancock; 3 hours, second half-year.  
[Not given in 1913-14.]



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### GERMAN

All German courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for German 1 may present a satisfactory certificate of their school instruction or may pass the final examination in German A or the entrance examination in Elementary German.

A. *Course for Beginners.* Grammar, reading, composition, conversation, dictation, sight-reading. Duerr, *Essentials of German Grammar*. Such books as the following are read: Guerber, *Märchen und Erzählungen*; Storm, *Immensee*; Schiller, *Der Neffe als Onkel*; Hauff, *Die Karawane*; Müller, *Deutsche Liebe*; Eichendorff, *Aus dem Leben eines Taugenichts*.

T. K. Brown, Jr.; 3 hours.

1. *Freshman German.* Review of grammar and composition. Such books as the following are read: Baker, *German Stories*; Gerstäcker, *Irrfahrten*; Lessing, *Minna von Barnhelm* and *Emilia Galotti*; Arnold, *Aprilwetter*; Baumbach, *Das Habichtsfräulein*. The following books may be read outside of class: Fouqué, *Undine*; Dahn, *Ein Kampf um Rom* (abridged); Sudermann, *Frau Sorge*; von Scheffel, *Der Trompeter von Säckingen*.

T. K. Brown, Jr.; 4 hours.

2. *Sophomore German.* Study in class of such works as Goethe, *Aus meinem Leben* (selections), *Götz von Berlichingen*, and *Hermann und Dorothea*; Ludwig, *Der Erbförster*; Freytag, *Die Journalisten*; H. von Kleist, *Prinz Friedrich von Homburg*. More rapid reading,

## COURSES OF INSTRUCTION

mostly outside of class, of Heine, *Die Harzreise*; Hoffmann, *Iwan der Schreckliche*; von Scheffel, *Ekkehard*.

T. K. Brown, Jr.; 3 hours.

3a. *Prose Composition*. Review of grammar. Pope, *German Prose Composition*. Dictation, conversation, written reports in German. A text, such as Bacon, *Im Vaterland*, is used as a basis for the introduction of the student to the language of modern daily life, and for discussion of German institutions.

T. K. Brown, Jr.; 3 hours, first half-year.

[Not given in 1913-14.]

4b. *Scientific German*. Wait, *German Science Reader*; Helmholtz, *Populäre Vorträge*. Translation in class of difficult prose in science, history and philosophy, together with private reading of articles in current German periodicals, or of such material as contributes to the student's special interests.

T. K. Brown, Jr.; 3 hours, second half-year.

[Not given in 1913-14.]

5a. *Goethe's Faust*. A detailed study in class of both parts of *Faust*. Lectures on the early legends of Faust and their treatment in European literature. Outside reading of various kindred dramas, such as Marlowe, *Doctor Faustus*; Calderón, *El Mágico Prodigioso*; Byron, *Manfred*; Browning, *Paracelsus*; Hauptmann, *Die versunkene Glocke*. Short theses on topics from the outside reading.

T. K. Brown, Jr.; 3 hours, first half-year.

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6b. *German Literature of the Nineteenth Century.* Lectures on the main literary phenomena of the last century. Study in class of several of the typical works of such writers as H. von Kleist, Heine, Uhland, Grillparzer, Hebbel, Sudermann, Hauptmann. A considerable amount of outside reading.

T. K. Brown, Jr.; 3 hours, second half-year.

7. *Middle High German.* Wright, *Middle High-German Primer*; Paul, *Mittelhochdeutsche Grammatik*. Bartsch, *Das Nibelungenlied*. Poems of Walther von der Vogelweide.

T. K. Brown, Jr.; 3 hours, half-year.

## FRENCH

All French courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for French 1 may present a satisfactory certificate of their school instruction in French, or may pass the final examination in French A or the entrance examination in Elementary French.

A. *Course for Beginners.* A course to give the student an elementary knowledge of grammar and a reading knowledge of the language. The following books are used: Fraser and Squair, *French Grammar*; About, *Le Roi des Montagnes*; Halévy, *Un Mariage d'Amour*; Labiche, *Le Voyage de Monsieur Perrichon*.

Professor Spiers and J. McF. Carpenter, Jr.; 3 hours.

1. *Freshman French.* Grammar work continued and rapid reading. The following books are used: Spiers,

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*Manual of Elementary French*; Sarcey, *Siège de Paris*; Thiers, *Expédition de Bonaparte en Egypte*; Voltaire, *Contes*; Loti, *Pêcheur d'Islande*; Rostand, *Les Romanesques*; Hugo, *Hernani*.

Professor Spiers; 4 hours.

2. *Sophomore French*. Rapid reading, both in the class room and as outside work, of French classics. The following authors are read: Corneille, Racine, Molière, La Fontaine, Mme. de Lafayette, Voltaire, Chateaubriand, Hugo, Lamartine, Musset, Bornier, Rostand. In connection with the above the instructor gives a few lectures on the history of French literature.

Professor Spiers; 3 hours.

3. *History of French Literature*. A lecture course treating the history of French literature from its origins to the present time. A large amount of outside reading, with written reports, is required. This course is conducted partly in French, and is open only to students who have passed creditably in French 2.

Professor Spiers; 3 hours.

[Not given in 1913-14.]

4. *Composition and Conversation*. A course in French conversation and advanced composition. This course may be elected only after consultation with the instructor.

Professor Spiers; 3 hours.

5. *French Authors and Literary Types*. Reading, conferences, and reports on limited fields of French literature—e. g., the works of Corneille, Racine, or Molière; French lyric poetry of the nineteenth century. This

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course is regularly open to Juniors and Seniors only; others may be admitted with the permission of the instructor. It counts as a two-hour course or as a three-hour course, according to the work chosen.

Professor Spiers.

6a. *Comparative Literature.* A course upon the technique of the drama. Characteristic plays by the following dramatists are studied: Aeschylus, Sophocles, Shakspeare, Corneille, Racine, Molière, Schiller, Lessing, Alfieri, Calderón, Sheridan, Goldsmith, Pinero, Ibsen, Hauptmann, Stephen Phillips, Augier and Brieux.

Professor Spiers; 3 hours, first half-year.

### SPANISH

1. *Course for Beginners.* An elementary course intended for those who wish the essentials of the Spanish language, either for a business career or for literary work. The following books are used: Hills and Ford, *A Spanish Grammar*; Alarcón, *El Sombrero de Tres Picos*; Taboada, *Cuentos Alegres*; Moratín, *El Sí de las Niñas*; Calderón, *La Vida es Sueño*; Ford, *Selections from Don Quijote*.

Professor Spiers; 3 hours.

### ITALIAN

1. *Course for Beginners.* An elementary course in reading Italian. Grandgent, *Italian Grammar*, and Marinoni, *Italian Reading*, are used. The following authors are read: Goldoni, Boccaccio, Dante.

Professor Spiers; 3 hours.

[Not given in 1913-14.]

## COURSES OF INSTRUCTION

### MATHEMATICS

The courses in mathematics are arranged as far as possible to suit the needs of those students who (1) take them as part of their required Freshman and Sophomore work and do not intend to proceed further in mathematics, or (2) elect them as a minor subject and take either physics, engineering, or astronomy as a major subject, or (3) take them as part of the required work of the Engineering Courses, or (4) elect them as a major subject.

Courses, 1, 2, 3, and 4 are given every year. The electives to be offered in any one year will be such as the needs of the department may require. Courses, either for undergraduates or graduates, on certain subjects other than those named below may be arranged for by consultation with the instructor.

In the Library will be found some of the principal journals, treatises, and collected works. There are also libraries near by where other works and journals may be consulted. In one of the lecture rooms is a collection of mathematical models.

Courses 1*a*, 1*b*, 1*a'*, and 1*b'* are required of all Freshmen, except that students who have presented solid geometry and trigonometry for entrance may, with the consent of the professor in charge, substitute 1*c'* for 1*a'*, 1*b'*. The required courses, together with 1*c*, constitute the honor courses in mathematics for Freshmen.

Courses 2*a* and 2*b* are for Sophomores. These courses, together with 2*c*, constitute the honor courses in mathematics for Sophomores.

Courses 3*a* and 3*b* should be taken by students electing mathematics in the Junior year. These courses, together with 3*c*, constitute the honor courses in mathematics for Juniors.



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Courses 3a and 3b, and 4a and 4b are required of Engineering students.

The Freshman and Sophomore mathematical prizes are open only to students taking the honor courses in these years.

1a and 1b. *Algebra*, including infinite series, undetermined coefficients, the binomial theorem for fractional and negative exponents, logarithms, probability, determinants, and the elements of the theory of equations. Fine, *College Algebra*.

Professor Reid; 2 hours.

1a'. *Solid Geometry and Mensuration*. Jackson, *Elementary Solid Geometry*.

Professor Wilson; 2 hours, first half-year.

1b'. *Trigonometry*. The elements of plane trigonometry, including the solution of right and oblique plane triangles, with applications to practical problems. Hun and MacInnes, *Plane Trigonometry*.

Professor Wilson; 2 hours, second half-year.

1c. *Special Topics in Algebra*.

Professor Reid; 1 hour.

1c'. *Special Topics in Trigonometry and Solid Geometry*, including spherical trigonometry.

Professor Wilson; 2 hours.

2a. *Plane Analytic Geometry*. Fine and Thompson, *Coördinate Geometry*.

Professor Wilson; 4 hours, first half-year.

## COURSES OF INSTRUCTION

2b. *Differential Calculus.* McMahon and Snyder,  
*Differential Calculus.*

Professor Wilson; 4 hours, second half-year.

2c. *Special Topics in Analytic Geometry.*

Professor Wilson; 1 hour.

3a. *Solid Analytic Geometry.* Fine and Thompson,  
*Coördinate Geometry.*

Professor Reid; 3 hours, first half-year.

3b. *Integral Calculus and Elementary Differential Equations.* Murray, *Integral Calculus.*

Professor Reid; 3 hours, second half-year.

3c. *Special Topics in Calculus.*

Professor Reid; 1 hour.

4a. *Elementary Statics and Dynamics.* Jeans, *Theoretical Mechanics.*

Professor Wilson; 3 hours, first half-year.

4b. *Dynamics of a Particle and Elementary Rigid Dynamics.* Jeans, *Theoretical Mechanics.*

Professor Wilson; 3 hours, second half-year.

5. *Descriptive Geometry.* See Engineering 4.

A selection from the following courses is given each year. A student wishing to take any of them should apply to the professor in charge.

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6. *Introduction to the Theory of Functions.* Prerequisite, 3a. Harkness and Morley, *Introduction to Analytic Functions.*

Professor Reid; 3 hours.

7. *Theory of Equations.* Cajori, *Theory of Equations.* An introduction to the Galois theory.

Professor Reid; 3 hours, half-year.

8. *Differential Equations.* The subject will be treated on lines similar to those of Forsyth's text-books. Prerequisite, 3b.

Professor Wilson; 3 hours, half-year.

9. *The Differential Equations of Physics.* Simple applications of the subject.

Professor Wilson; 3 hours, half-year.

10. *Theory of Probability.*

Professor Reid; 3 hours, half-year.

11. *Analytic Geometry of Three Dimensions.* Theory of surfaces and curves in space. C. Smith, *Solid Geometry.*

Professor Reid; 3 hours, half-year.

12. *Elements of the Theory of Algebraic Numbers.*

Professor Reid; 3 hours.

## HISTORY

A liberal use of the College Library facilities is required in all the history courses. The modern methods of historical study are developed progressively throughout the four years.

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History 1b is required of all Freshmen.

History 2 may be elected by Sophomores in connection with Economics 1. History 2, 3, 4, 5, and 6 are electives for Juniors and Seniors; History 6 is intended primarily for Seniors.

1b. *European History.* The two-fold object of this course is to develop the general background of historical knowledge in the student, and to introduce him to the methods of historical study. In a brief introductory survey the student is required to fix definitely in his mind some of the essential landmarks of medieval history. The course is then brought down to the present by a more thorough study of the modern period.

Professor Kelsey; 3 hours, second half-year.

2. *General Course in English History.* Much of the subject matter is obviously dealt with in outline form. The unity and continuity of English history is developed and emphasis is laid upon such phases of the subject matter as will especially aid the student in understanding modern constitutional development in Europe and the United States. Sophomores who elect this course must take Economics 1 the same year.

Professor Kelsey; 1 hour, first half-year.

3 hours, second half-year.

3. *American History to 1789.* Conditions in Europe leading to colonization, its motives and methods, expansion of the English colonies, rivalry of the English and the French, development of industrial, social, and political conditions, growth toward independence and

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union, the Revolution, the Confederation, the adoption of the Constitution.

Professor Kelsey; 3 hours.

4. *History of the United States, 1789-1909.* Constitutional and political history of the United States from the adoption of the Constitution to recent times. The following topics cover the points of chief emphasis in the course: the organization of the new government; the rise of political parties and the growth of nationality; westward extension; economic development and sectional divergence; the relation of slavery to the approaching contest; the Civil War and the result; economic development as related to present political tendencies.

Professor Kelsey; 3 hours.

[Not given in 1913-14.]

5b. *Medieval History.* This course includes a survey of the civilization of Europe at the beginning of the Middle Ages and deals with the decline of the Roman Empire, the Gothic invasion, the rise and fall of Saracen civilization, the growth and decay of Charlemagne's empire, feudalism, the Crusades, the conflicts between the Empire and the Papacy, and the Reformation.

Dr. Bolles; 3 hours, second half-year.

6. *Advanced Course in English History.* This course deals chiefly with the history of England from the Norman conquest to recent times, but is prefaced by a brief review of the Anglo-Saxon period. The evolution of representative government in England and its relation to world society of to-day receive the chief emphasis, although due attention is given to the more important

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phases of economic and religious history. The course closes with a survey of the rapid spread of representative government in various parts of the world from the time of the American and French revolutions to the present day.

Professor Kelsey; 3 hours.

### ECONOMICS

Economics 1a is required of all Juniors in the Arts and General Science Courses who have not elected it in the Sophomore year. The other courses in Economics are elective.

*1a. Elementary Economics.* The purpose in this course is to acquaint the student with the fundamental principles of the science and to promote his preparation for the duties of citizenship. The principles are developed from a study and discussion of the actual processes and organization of industrial society. A series of problems are set for solution and discussed in connection with the study of text-books, collateral reading, and lectures. Sophomores and Juniors may profitably take as an elective the second half of this course, *1b*. If elected in the Sophomore year, History 2 must also be taken.

Professor Barrett; 3 hours, first half-year.

*1b. Elementary Economics.* A continuation of course *1a*. Open as a three-hour elective to Juniors and Sophomores who have taken Economics *1a*, but required of such Sophomores at least one of the three hours.

Professor Barrett; 3 hours, second half-year.



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2. *Transportation and Corporations.* (a) The historical development and present status of railway systems and canals in the United States are treated. The problems of rate-making, pooling, consolidation, public control, are discussed. The relation of railways to shippers and to the public is shown. (b) A study is made of industrial organization and the trust problem. The topics include forms of business organization, covering partnerships, corporations, pools, trusts, and holding companies; the evils of corporate management, such as fraudulent promotion, over-capitalization, and speculation; public control.

Professor Barrett; 3 hours.

[Not given in 1913-14.]

3a. *Labor Problems.* A study is made of the factory system, collective bargaining, trade unions, employers' associations, strikes and boycotts, methods of arbitration and conciliation, labor legislation and court decisions, employers' liability, workmen's insurance and compensation systems, etc. An extended investigation of some phase of the labor question is required of each student and the results are presented in a report to the members of the course. Lectures and discussion of assigned readings.

Professor Barrett; 3 hours, first half-year.

4b. *Money and Banking.* The course begins with a review of the principles of money and of the functions of a bank, followed by a brief survey of the history and present practice of banking in leading countries, but with extended study of conditions in the United States. Such practical problems as the monetary standard, paper

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money, credit, price movements and their effects on incomes and the cost of living, crises, foreign exchange, and the proposed reforms in our banking system are taken up.

Professor Barrett; 3 hours, second half-year.

*5a. Commercial Law and Banking.* An exposition of the leading principles of the law relating to contracts: who can make them; what assent is needful; what consideration is required; how they are interpreted and enforced. Also the law relating to particular subjects: sales, carriage of goods and passengers, agency, partnership, negotiable paper, checks, guaranty, surety, payments, interest, shipping, insurance, deeds and loans, and corporations. The practice and most important legal principles of banking; the methods of raising the capital; modes of organizing national and state banks, savings banks, trust and finance companies; the resources of a bank and the modes of lending them; the duties of its directors, president, cashier, tellers, bookkeepers, and other officials; public and private examinations and audits.

Dr. Bolles; 3 hours, first half-year.

*6a. Distribution of Wealth.* A study is made of leading writers from Adam Smith to the present time, including Ricardo, Mill, Cairnes, Marshall, Böhm-Bawerk, and American economists. The object is to acquaint the student with various views on the problems of value and distribution, and to give a more thorough grasp of economic principles and economic conditions than is possible in Economics 1.

Professor Barrett; 3 hours, first half-year.

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*7b. Sociology.* This course begins with a brief introduction to the general theory of sociology. A study is made of the development of modern social institutions with especial reference to the family and the problems of marriage and divorce. The problems of pauperism and crime, with the methods and principles of modern relief policies, are taken up. Institutions in Philadelphia for the betterment of the dependent and neglected classes are visited by students. The course is conducted by means of lectures, text-books, collateral reading, and reports.

Professor Barrett; 3 hours, second half-year.

## GOVERNMENT

Government 1 is required of all Freshmen who have offered Physics as an entrance requirement. The other courses in government are elective for Juniors and Seniors.

*1a. Constitutional Government.* This course affords a general survey of the political and constitutional phases of government. Emphasis is laid upon the elementary principles of political science and upon the actual working of the governments of the United States and England. The course is conducted by means of text-book, informal lectures, and collateral reading.

Professor Barrett; 3 hours, first half-year.

*2a. Expenditure and Revenue.* A description of the mode of expending and collecting the revenues of the national and state governments. The functions of government are briefly set forth and expenditures are classified. The mode in which expenditures are made by the different

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departments of the national government is then discussed, followed by a description of the bills appropriating money. The different kinds of taxes are next considered, the principles on which the laws of taxation are based, and the modes of administering these taxes. The expenditures and revenues of the state are treated in the same manner.

Dr. Bolles; 3 hours, first half-year.

*3a. Blackstone.* This course is intended to meet the admission requirements of the law schools in this subject. The class work consists of quizzes and explanations of the more difficult and important parts of the work.

Dr. Bolles; 3 hours, first half-year.

[Not given in 1913-14.]

## BIBLICAL LITERATURE

Except Course 5, all courses in Biblical Literature are conducted by lectures and by readings in English. Course 1 is required of all Freshmen; Course 2 of all Sophomores; Courses 3 and 4 (given in alternate years) and Course 5, are elective for Juniors and Seniors. For other related courses see Philosophy 2 and 3.

*1. Religion of the Old Testament.* After preliminary outlines of the history and of the literature of the Hebrews, a survey is made of the successive stages of their religious development.

H. J. Cadbury; 1 hour.

*2. Life and Times of Paul.* The general conditions of New Testament times are reviewed, and the life and work of Paul is studied on the basis of his letters and

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the *Acts of the Apostles*, with some consideration of his personality and religious beliefs.

H. J. Cadbury; 1 hour.

3. *Introduction to the New Testament*. The history of the canon, text, and English translation of the New Testament, with the study of the origin of the several books (date, authorship, and related questions of "introduction").

H. J. Cadbury; 3 hours.

[Not given in 1913-14.]

4. *Old Testament History and Introduction*. A thorough study of the most important parts of the Old Testament and Apocrypha based on Kent, *Historical Bible*, Vols. I-IV. Lectures on the literary history of the Old Testament.

H. J. Cadbury; 3 hours.

5. *Greek New Testament*. Translation and explanation of the Greek text of books selected from the New Testament (or other Christian and Jewish writings) with lectures, readings, and investigations on related historical, literary, and linguistic subjects. The work of this course is so varied that it may be elected in several half-years.

H. J. Cadbury; 3 hours, half-year.

## PHILOSOPHY

Courses 5a and 5b are required of all Seniors. Course 1b is required of all Juniors in the Arts and General Science Courses. All other courses are electives for Juniors and Seniors.

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1b. *Psychology*. A course in general psychology. James, *Psychology (Briefer Course)*, is used as a text-book supplemented by lectures. A short series of lectures is also given on logic.

Professor Jones; 3 hours, second half-year.

2a. *Development of Christian Thought*. This course is devoted to a study of the original message of Christianity and the development of Christian thought as found in the Gospels and Epistles of the New Testament. It consists of lectures, assigned reading, and theses. The work is done in English.

Professor Jones; 3 hours, first half-year.

3b. *Development of Christian Thought*. This course deals with the great types of Christian thought in its development in different epochs of the Church from the end of the Apostolic Age down to modern times, including the intellectual movements of the first three centuries, the Augustinian conception of Christianity, the Lutheran, the Calvinistic, and the Quaker conception. Lectures, assigned reading, and theses.

Professor Jones; 3 hours, second half-year.

4. *History of Philosophy*. The chief systems of philosophy from the earliest period down to modern times. The development of theories of idealism receives special attention. The text-books required are Rogers, *A Student's History of Philosophy*, and Royce, *The Spirit of Modern Philosophy*. Lectures, collateral reading, discussions, and theses.

Professor Jones; 3 hours.



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5a. *Ethics*. The important ethical theories are studied historically with the purpose of discovering a satisfactory criterion or basis of moral action. Each student is expected to write two theses. The first thesis will be an exposition of some one representative ethical system, as developed in the following books: Muirhead, *The Elements of Ethics*; Spencer, *Data of Ethics*; Dewey and Tufts, *Manual of Ethics*; Green, *Prolegomena to Ethics*. The second thesis will deal with a definite ethical problem.

Professor Jones; 3 hours, first half-year.

5b. *Ethics*. In this course are considered current problems of practical ethics.

President Sharpless; 3 hours, second half-year.

6. *Religious and Philosophical Movements*. This course is for advanced students and honor men only, and is conducted on the seminar method. Different epochs are studied from year to year.

Professor Jones; 2 hours.

## ASTRONOMY

The Haverford Observatory affords students the means of becoming familiar with the use of astronomical instruments, and of acquiring, from actual observation, a practical acquaintance with astronomy.

It contains two equatorial telescopes, one by Clark, with an object-glass 10 inches in diameter, with filar micrometer and eyepieces; and one with an object-glass  $8\frac{1}{4}$  inches in diameter by Fitz; a Newtonian reflector with a silver-on-glass speculum  $8\frac{1}{4}$  inches in diameter; a Grubb prismatic spectroscope; a meridian circle of  $3\frac{3}{4}$

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inch aperture; a combined transit and zenith telescope of  $1\frac{3}{4}$  inch aperture; two sextants; a mean time and a sidereal time clock, both being electrically connected with a chronograph by Bond.

The latitude of the Observatory is  $40^{\circ} 0' 40.1''$  north; its longitude, 5 h. 1 m. 14.5 sec. west from Greenwich.

*1a. Elementary Astronomy.* This course is mainly descriptive. It sets forth the leading facts of astronomy and gives an elementary explanation of the methods by which they are ascertained. Lectures and recitations. Moulton, *Introduction to Astronomy*.

Professor Wilson; 3 hours, first half-year.

*2b. Elements of Practical Astronomy.* A study of the sextant, transit, and equatorial; practice in determination of instrumental constants, latitude and time. The course is opened with a brief review of the essentials of spherical trigonometry. Campbell, *Practical Astronomy*, with use of the *American Ephemeris*. Prerequisite, Astronomy 1a. Lectures and observatory work.

Professor Wilson; 3 hours, second half-year.

## BIOLOGY

The Biological Laboratory is amply equipped with microscopes, reagents, and all other necessary apparatus and appliances. It also contains several hundred biological works and zoölogical, anatomical, and botanical charts.

The courses of the department are suitable for students intending to study medicine.

Course 1 is required of all Freshmen during the first half-year.

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Courses 2 to 10 are elective, but Courses 3 to 6, inclusive, must be preceded by Course 2.

1a. *Elementary Physiology and Hygiene.* This course is preparatory to the general physical training required by the College, and includes general physiology, hygiene, a brief review of human anatomy, and lectures on first aid to the injured.

Professor Babbitt; 1 hour, first half-year.

2. *Elementary Biology.* The lectures of this course are devoted to a discussion of the fundamental principles of the structure and life-processes of animals and plants and also to some of the more important questions relating to their origin and evolution. The laboratory periods are devoted to the practical study and discussion of typical representatives of some of the greater groups of animals and plants. Many field excursions are taken in order to study animals and plants in their natural environment.

Professor Pratt; 4 hours.

3. *Comparative Anatomy of Vertebrates.* The laboratory work of this course includes the dissection and study of a cartilaginous and a bony fish, an amphibian, a reptile, a bird, and a mammal. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

[Not given in 1913-14.]

4. *General Morphology.* This course is intended for those who may wish to make a more extended study of any group of animals or plants than is possible in the other courses.

Professor Pratt; 3 hours, or more.

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5. *Histology and Embryology of Vertebrates.* The laboratory work in this course is devoted to the study of vertebrate histology and the embryology of the frog, the chick, and the pig. One lecture and two laboratory periods a week. Professor Pratt; 3 hours.

6a. *General Botany.* The laboratory work of this course consists of the dissection and study of typical representatives of the principal groups of plants. One lecture or recitation and two laboratory periods a week. Professor Pratt; 3 hours, first half-year.

7. *Biological Theories.* This is a general cultural course, intended not only for scientific students but for all who wish to be informed on current biological matters and theories. It consists of lectures and readings on animals and plants, and on the most important theories of the nature and maintenance of life and of evolution and heredity. Professor Pratt; 3 hours.

8. *Human Anatomy.* A course in general and applied anatomy, for medical and legal students, for prospective teachers in physical training and for general scientific education. The first half-year covers osteology, syndes-mology, and the muscular system. The second half-year covers the thorax and abdomen, the reproductive organs, the brain and central nervous system, and the special sense organs. The equipment includes a skeleton, a disarticulated skull, a manikin and charts, and enlarged models of the eye, ear, throat, and heart. The course is supplemented by visits to medical clinics, Blockley Hospital, and dissecting rooms in Philadelphia.

Professor Babbitt; 3 hours.

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9a. *Advanced and Applied Physiology.* A course in general advanced physiology with special study of blood, digestive secretions and excretions, the vasomotor system, and the physiology of reproduction. The laboratory periods will be devoted to examination of the blood, secretions, urine and blood pressure, artificial digestion, stomach analysis, muscle tracings, etc.

Professor Babbitt; 3 hours, first half-year.

10b. *Bacteriology and Hygiene.* A course in general bacteriological study of the more common parasitic bacteria with appropriate apparatus for their culture and analysis; sanitation and municipal hygiene; history of epidemics and world plagues; climatological variations in their national and local aspects. Visits are made to public laboratories of hygiene.

Professor Babbitt; 3 hours, second half-year.

## GEOLOGY

1b. *Elementary Geology.* A discussion of the general principles of the science. Excursions are taken occasionally in which the physiographical and geological features of the country about Haverford are studied, and trips are made to the important paleontological and mineralogical collections of Philadelphia.

Professor Pratt; 3 hours, second half-year.

## CHEMISTRY

The chemical laboratory affords ample facilities for the prosecution of elementary or advanced work. The professor and his assistants are in constant attendance.

## COURSES OF INSTRUCTION

The laboratory work comprises elementary experiments in general chemistry; the preparation of a number of pure compounds; qualitative and quantitative analysis; and experimental work illustrating chemical laws and theories. Chemistry 1 or Mathematics 2 is required of all Sophomores in the Arts and General Science Courses, and Chemistry 1 is required of all Juniors in the Courses in Engineering.

1. *Elementary General Chemistry.* In this course students will ordinarily have two lectures or recitations and two laboratory periods a week. The preparation, properties, and uses of the more important elements and inorganic compounds are discussed in the lectures and are illustrated by experiments. In the laboratory the time is given mainly to the preparation and study of the non-metallic elements and a few of their compounds.

Professor Hall; 4 hours.

2. *Qualitative Analysis.* The exercises are mainly practical, but there is, each week, at least one lecture or examination. Although the instruction is devoted chiefly to the methods of qualitative analysis, it is expected that the student will increase materially his knowledge of general chemistry by following this course.

Professor Hall; 3 hours, or more by arrangement.

3. *Quantitative Analysis.* The simpler gravimetric and volumetric methods of analysis are studied. The calibration of flasks and burettes is also included.

Professor Hall; 3 hours, or more by arrangement.



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4. *Organic Chemistry.* This course consists of lectures, recitations, and laboratory work throughout the year. It will be found useful not only to those intending to become chemists, but also to students of biology and medicine. Professor Hall; 3 hours.

5. *Advanced Quantitative Analysis.* This course is a continuation of Course 3, but includes the analysis of silicates and other complex compounds, the examination of water, milk, butter, iron, steel, etc.

Professor Hall; 3 hours, or more by arrangement.

## PHYSICS

The efficiency of the Department of Physics has been greatly increased by the acquisition of the large lecture room and laboratory recently vacated by the Department of Chemistry; and also by the installation in the basement of Founders Hall of a modern shop for instrument-making. A rotary pump delivers either compressed air or a vacuum to all rooms occupied by the Department. A new 24-inch induction coil and accessory apparatus has made the laboratory well equipped for all sorts of X-ray work. The wireless telegraph station is in communication with neighboring stations in the state. All apparatus has been carefully chosen to illustrate the principal phenomena dealt with in the lecture demonstrations of both elementary and advanced work.

The apparatus belonging to the electrical laboratory was selected to illustrate the modern application of electricity as well as its fundamental principles. This includes many types of generators and motors, both alternating and direct; a complete line of measuring

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instruments; arc and incandescent lamps; galvanometers, bridges, standards, etc. All the rooms are supplied throughout with both gas and electric light. The following currents are available: 20 volt storage battery, 110 volt direct, 110 and 200 volt 60 cycle three phase alternating, and, by means of transformers, other voltages and phase relations.

Course A is required of all Freshmen not presenting Physics at entrance.

Course 1 is elective in the Sophomore year with either Biology 2, or Greek A, or History 2 and Economics 1.

Courses 2 and 4 are usually given in alternate years, as are also 3 and 5, and all are open as electives to those who have taken Course 1.

Courses 6 and 7 are open as electives to those who have satisfactorily completed the prerequisites. These courses are given every year.

*Aa. Elementary Physics.* The work is intended to cover the ground of a good high school course. The student is made familiar with natural laws and their applications to daily life, and receives sufficient preparation to enable him to pursue the subject further. The recitations and lectures are accompanied by numerous experimental demonstrations. There is no laboratory work. The text-book is Mann and Twiss, *Physics*.

Professor Palmer; 3 hours, first half-year.

1. *General Physics.* This course is open to those who have offered physics for entrance to College or have passed Physics A. Mechanics, sound, heat, light, magnetism, and electricity are taken up and treated in detail. A feature of this course is the laboratory work, the chief aim of

## HAVERFORD COLLEGE

which is accuracy of observation and of measurement. At least one period each week is spent in the laboratory. The text-books are Crew, *General Physics*, and Ames and Bliss, *Manual of Experiments in Physics*.

Professor Palmer; 4 hours.

2a. *Electrical Measurements*. The laboratory work of this course supplements that of Physics 1 in magnetism and electricity, and consists of fundamental experiments in the measurement of magnetic hysteresis, currents, resistances, electromotive forces, capacity, and inductance. The lectures are devoted chiefly to the description and explanation of phenomena met with in the laboratory. The text-book is Hadley, *Magnetism and Electricity for Students*.

Professor Palmer; 3 hours, first half-year.

3b. *Molecular Physics*. A study of vacuum tube phenomena, cathode rays, Roentgen rays, and radioactivity is followed by an introduction to the theory of ionization, and to the corpuscular theory of matter. The lectures are accompanied by many interesting demonstrations. There is no laboratory work. The text-book is McClung, *Conduction of Electricity*, and the books of J. J. Thompson, Rutherford, and Fournier are used for reference.

Professor Palmer; 3 hours, second half-year.

4a. *Wireless Telegraphy*. In this course a brief study of mutual inductance, self-inductance, and capacity leads to a discussion of electric waves, their properties and measurement. Finally the application of these subjects is made to wireless telegraphy, and the student is given an opportunity to apply his knowledge both in sending and receiving messages at the department wireless sta-

## COURSES OF INSTRUCTION

tion. A small amount of laboratory work may be required. The text-book is Pierce, *Principles of Wireless Telegraphy*.

Professor Palmer; 3 hours, first half-year.

[Not given in 1913-14.]

5b. *Light*. In this course a brief study is made of fundamental phenomena of light. A small amount of laboratory work is required, including the determination of indices of refraction, the measurement of wave-length and of spectra, and the observation of certain phenomena of diffraction and of polarization. Preston, *Theory of Light*, and Wood, *Physical Optics*, are used for reference.

Professor Palmer; 3 hours, second half-year.

[Not given in 1913-14.]

6. *Electrical Engineering*. This course includes a general survey of electrical science with its applications. A knowledge of electricity such as would be obtained in Physics 1 is required. The instruction is carried on by text-book, lectures, and laboratory work. It includes a study of instruments, generators, motors, transformers, arc and incandescent lamps, heaters, welders, the telephone, etc. The practical phases of the subject, such as wiring buildings, testing apparatus, etc., are taken up as far as time permits.

Professor Rittenhouse; 3 hours.

7a. *Electrical Engineering*. Prerequisite, Physics 6 or equivalent. A detailed study of direct current electrical apparatus. At least one laboratory period a week is required. The experiments include the calibration of instruments; efficiency tests of generators and motors; study of arc and incandescent lamps, etc.

Professor Rittenhouse; 3 hours, or more first half-year.

## HAVERFORD COLLEGE

7b. *Electrical Engineering.* Prerequisite, Physics 6 or equivalent. The theory of alternating currents and a study of alternating current apparatus. Power costs and the modern applications are studied and illustrated by visits to the large power houses, sub-stations, etc., in Philadelphia and the vicinity. At least one laboratory period a week is required.

Professor Rittenhouse; 3 hours or more, second half-year.

### ENGINEERING

The engineering courses are designed to give a thorough training in fundamental engineering principles and, as far as practicable, to teach the application of these principles to the generation and utilization of power and to the construction of machines. It is realized that a successful professional career requires breadth of vision and culture as well as the technical training; accordingly the course includes a number of courses in foreign languages, economics, ethics, etc.

Exceptional facilities for observing the practical side of the work are offered by the many manufacturing companies in and near Philadelphia, and frequent inspection trips are taken.

The Engineering Department occupies Whitall Hall, a commodious stone building, three stories high. The equipment of the shop is modern and of the best quality. The woodworking room affords accommodation for fourteen students. The benches are provided with quick-action vises and a complete set of carpenter's tools for each student. This shop contains a 36" band saw and five wood-lathes. The iron-working room contains a 24" x 12' Blaisdel engine-lathe and three smaller engine-



## COURSES OF INSTRUCTION

lathes; a 24" x 24" x 6' planer, a Becker-Brainard universal milling-machine, a Gould and Eberhardt 16" shaper, two drill-presses, several vises and complete sets of machinist's tools for bench-work, pipe-fitting, etc. Steam-engine indicators, weighing-scales, standard pressure-gauges, calorimeters and electrical measuring-instruments, in connection with the central heating and lighting plant, afford good opportunity for the testing of boilers, engines and dynamos. A 30,000-pound Riehle screw testing-machine, gives opportunity for testing materials and for investigating the laws of stress and strain. The third story of the building is devoted to drawing; it is a large and well-lighted room, where thirty students may be accommodated at one time. The equipment includes a number of pieces for study and sketching, such as steam and air pumps, safety-valves, shaft-hangers, etc.

A description of the mechanical courses is given below. For the corresponding electrical courses see Physics 6 and 7.

All of these courses are open as electives to those who have satisfactorily completed the prerequisites.

Special courses may be arranged to suit the needs of those students intending to continue their engineering studies at other institutions.

*1b. Steam Engineering.* A study of the action of steam and gas engines, condensers, air-compressors, steam-boilers, etc. Horse-power tests are made and efficiencies studied. The thermo-dynamic principles involved are considered in the latter half of the course. Hydraulics, refrigeration, heating, and ventilation are taken up as far as time permits. This course consists of four recita-



## HAVERFORD COLLEGE

tations or lectures and one draughting-room period per week. Those taking the course as an elective may omit the draughting-room work.

Professor Rittenhouse; 5 hours, second half-year.

2a. *Elements of Mechanism.* A study of the mechanical movements employed in machinery; various methods of transmitting and transforming motion; a detailed study of the teeth of wheels. This course includes lectures, recitations, and at least one draughting-room period a week.

Professor Rittenhouse and O. M. Chase; 3 hours, first half-year.

3. *Practical Mechanics.* Students in the Engineering course ordinarily spend at least five hours a week for two years in the shop and have the privilege of electing extra hours after the completion of the regular course, if the facilities of the shop permit. Other students may elect any of the half-year courses. The course begins with simple exercises in wood-working, including sawing and planing, and progresses through graded exercises in joinery of all kinds, turning, and pattern-making. One half-year is usually spent in this subject.

Iron-work is taken up next. Bench-work in filing, chipping, and scraping occupies a half-year. Another half-year is occupied with pipe-fitting, forging, welding, and annealing. Each student is required to make a set of tools to be used in the machine-shop.

The remaining time is devoted to the use of the various machine tools in executing a series of graded exercises. During the first year each student overhauls a steam engine, sketches the various parts and learns their names and functions.

## COURSES OF INSTRUCTION

In connection with the iron-work, a short course is given on metallurgy.

The grades in this course are based upon the faithfulness of the student in his work, his promptness, and his care of tools, as well as upon the accuracy of his work and the amount of time occupied on each exercise.

Professor Rittenhouse and G. W. Weaver; 2 hours, or more by arrangement.

4. *Mechanical Drawing and Machine Design.* Engineering students are required to spend five hours a week for two and one-half years or more in this department. Other students may elect any of the courses in this department for which they are qualified. The first exercises are designed to give facility in the use of instruments. These are followed by the elementary projection of solids and complicated intersections, a short course in descriptive geometry, and the exact and the conventional representation of threads, bolts, and nuts.

Sketching and dimensioning from models are next taken up and, during the Sophomore year, simple working drawings are made from these sketches. Spur and bevel gear-wheels, screw and other gearing, quick return motions, and the various transmission gears are taken up and designed in connection with the course in mechanism.

A number of practical problems in valve-gears, involving the plane slide valve, piston-valve, Corliss-valve, shifting eccentrics, link motions, etc., are solved by each student. The course concludes with the design of a steam or gas engine and complete detail drawings of all working parts, or the equivalent.

O. M. Chase and Professor Rittenhouse; 2 hours, or more by arrangement.

## HAVERFORD COLLEGE

5a. *Mechanics of Materials.* A study of the materials employed in engineering constructions; of stress and strain; of beams and columns; of shafting; of girders, trusses, combined stresses, etc.

A series of tests on the screw testing-machine is made by each student.

Professor Rittenhouse; 3 hours, first half-year.

5b. *Structural Design.* A continuation of Course 5a. Stresses in structures are calculated graphically and analytically. The design or analysis of a complete roof or bridge truss is included in the course.

Professor Rittenhouse; 3 hours, second half-year.

## PHYSICAL TRAINING

The Gymnasium contains a main floor, sixty by ninety feet, equipped with the most improved appliances for American and Swedish gymnastics. It has an inclined running track, five feet in width. Adjoining the main floor are offices for the use of the directors in physical examination and measurement, and special student conferences. Adjoining the main hall is a large and comfortable reading-room with magazines and papers. Above are a trophy room and apartments for the use of the alumni. The basement contains dressing-rooms, a number of well-ventilated lockers, shower-baths, a swimming-pool, and a double bowling-alley. There is a special dressing-room provided for the faculty and visiting athletic teams.

A thorough physical examination is given to each student upon entrance, and another at the end of the Sophomore year. No student whose physical condition

## COURSES OF INSTRUCTION

is unsatisfactory will be permitted to represent the College on any athletic team.

The work of the department includes the following:

*Biology 1a.* A course of lectures upon anatomy, physiology, and hygiene, given to the Freshman class during the first half of the college year. (See page 68.)

*Physical Training 1.* A course in systematic calisthenic drill and apparatus work during the second and third quarters of the year. This is accompanied by required reading in anatomy and physiology appropriate to the theory of physical training.

*Physical Training 2.* A general advanced course in light and heavy gymnastic work with collateral reference reading on the general theory of physical training.

*Physical Training 3.* Elective practice in advanced gymnastic work for the college gymnastic team subject to requisite physical qualifications. This work is elective to Juniors and Seniors and may be substituted for Physical Training 1 and 2 by a selected number of Sophomores and Freshmen of advanced gymnastic ability.

## THE LIBRARY

The College Library now contains about sixty thousand volumes, besides numerous pamphlets. It has been selected and arranged with the object of making it especially useful as a library of reference. The students have free access to the shelves and the Librarian and his assistants are ready to give aid to students and readers.

About two thousand dollars are expended yearly for the purchase of books and periodicals. The library is a regular depository of the United States Government.

The William H. Jenks Collection of Friends' Tracts of the seventeenth century numbers fourteen hundred separately bound titles.

The Library possesses the fine Harris Collection of over sixty Hebrew, Greek, Latin, Arabic, Syriac, and Ethiopic manuscripts collected by Dr. J. Rendel Harris. Besides these there is a collection of facsimiles of ancient documents, including photographic facsimiles of the four great manuscripts of the New Testament and of the recently discovered Odes of Solomon.

There is a collection of more than four hundred Babylonian clay tablets dating from B. C. 2500. There are also seven hundred reproductions in fictile ivory of ancient and medieval carved ivories.

Approximately one hundred and seventy-five literary and scientific periodicals are taken.

The Library is open, with some exceptions, on week-days from 8.30 a. m. to 10 p. m. While designed especially for the use of the officers and students, others have the privilege of consulting and, under certain restrictions, of withdrawing books.

## THE CHARLES ROBERTS AUTOGRAPH COLLECTION

This autograph collection, formed by the late Charles Roberts, of Philadelphia, a graduate (1864) and for many years a Manager of the College, was in 1902 presented to the College by his wife, Lucy B. Roberts. It consists of more than 11,000 items, embracing not only autograph letters of European and American authors, statesmen, scientists, ecclesiastics, monarchs, and others, but also several series of valuable papers. The whole collection, covering as it does the period beginning with the late fifteenth century and coming down to the present day, is one of unusual historical and literary interest.

It has been housed in a fireproof room and a careful card catalogue has been prepared. The collection is open for inspection or research on application to the curator, Allen C. Thomas.

## GRADING OF STUDENTS

In determining the standing of the student, daily recitations, hour examinations, and final examinations are all employed. The grades attained by students in their college courses are indicated on reports, issued quarterly, by the five letters, A, B, C, D, E. A indicates a grade from 90 to 100, inclusive; B from 80, inclusive, to 90; C from 65, inclusive, to 80; D from 50, inclusive, to 65; and E indicates a failure. The numerical grades are not published. No student is permitted to graduate if his combined average for the Junior and Senior years is below C.



## HAVERFORD COLLEGE

### HONORS

Honors are awarded for excellence in the studies of single departments. They are never given merely for performance of routine work in courses, but a considerable amount of extra work is demanded in every case.

Honors are of three kinds:

(a) *Honorable Mention*, to be awarded for work in a single course, meeting not less than two hours per week throughout the year, plus additional work to the total amount of not less than 75 hours. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination on the additional work required. Two courses in the same department, taken in successive half-years, may be construed as a single course.

(b) *Preliminary Honors*, to be awarded at the end of either Sophomore, Junior, or Senior year for not less than two years' work, amounting to six hours a week in the courses of a single department, plus additional work to the total amount of not less than 150 hours.

Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors (see below) and a grade of A in such of these courses as are taken in the year in which they are candidates, and must pass creditably examinations on the additional work required.

(c) *Final Honors*, to be awarded upon graduation for work in the courses of a single department, plus additional work to the total amount of not less than 250 hours.

## HONORS

Candidates for Final Honors must take courses amounting to at least ten hours in the department in which they apply for honors, at least six of these hours being in the Junior and Senior years. They must in all of these courses obtain a grade of at least B and in those taken in the Senior year a grade of A, and must pass creditably examinations on the additional work required. There are three grades of Final Honors: Honors, High Honors, and Highest Honors. The requirements for High Honors are of a more exacting nature than those for Honors, and Highest Honors are reserved for very exceptional cases. Both High Honors and Highest Honors are awarded only by special vote of the Faculty.

Students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary or Final Honors.

A student who has received the prescribed grade in the regular work of a course required for honors, but who has not done the additional work required in connection with such course, may, with the consent of the professor in charge, make up his deficiency in a later year, but in the case of Final Honors all such deficiencies must be made up by the end of the Junior year.

The minimum requirements in courses for Preliminary Honors (if offered) and for Final Honors are specified on the next page.

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### COURSES REQUIRED FOR PRELIMINARY AND FINAL HONORS

PRELIMINARY HONORS		FINAL HONORS
Greek	1, 2.	1, 2, 3, 4, 5.
Latin	1, 2.	1, 2, 3, 4, 5.
English	None given.	1, 2, 3, 4, and courses amounting to six hours from 5, 8, 9, 10, 11, 12, 13.
German	1, 2.	1, 2, 3, 5, 6.
French	1, 2.	1, 2, 3, and courses amounting to six hours from 4 and 5.
Romance Languages	None given.	{ French 1, 2, 3, 4, 5, and Honorable Mention in Spanish 1 and Italian 1.
Mathematics		1, 2, 3, 6.
History	1, 2, and 3 or 4.	1, 2, and three of the four courses: 3, 4, 5, 6.
Economics	None given.	1, 2, 3, 4, 5, 6, 7.
Philosophy	None given.	1, 2, 3, 4, 5.
Biology	2 and 3 or 5.	2, 3, 4, 5, 8, 9.
Chemistry	1, 2.	1, 2, 3, 4.
Physics	1, 2, and 3, or 4 and 5, or 6.	1, and courses amounting to nine hours from 2, 3, 4, 5, 6, 7.
Engineering	None given.	Physics 6, Engineering 1, 2, 5.

## DEFICIENT STUDENTS

Opportunities for the removal of entrance conditions will be given at the regular entrance examinations in June and September and at a special examination in January.

Opportunities for the removal of first half-year conditions will be given in April and September.

Opportunities for the removal of second half-year conditions will be given in September and January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of five dollars will be charged against the student at the next regular re-examination period, whether or not the make-up examination is actually taken.

A student who has failed to remove a condition after two opportunities, or who has taken absences exceeding two-fifths of the total number of recitations and lectures in a given course, shall repeat the course and may be registered with the next lower class. In case of conflict the repeated course shall take precedence over all other courses.

## DEGREES

### BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Students who have received credit for the full number of hours in prescribed and elective studies as required for the Course in Arts or for one of the Courses in Science (compare pages 38-41), provided also that they have attained for the Junior and Senior years a combined average of C, or above, are granted respectively the degree of Bachelor of Arts or Bachelor of Science. The fee for the Bachelor's diploma is ten<sup>⁄</sup><sub>2</sub> dollars.

## HAVERFORD COLLEGE

### MASTER OF ARTS AND MASTER OF SCIENCE

Resident graduates who have received the Bachelor's degree from Haverford College, or graduates of other colleges who, in the judgment of the Faculty, have done work equivalent to that required for the Bachelor's degree at Haverford, may be admitted as candidates for the degree of Master of Arts or Master of Science. Such students must submit for the approval of their instructors and the Faculty Committee on Advanced Degrees a plan of study involving the equivalent of twelve hours a week in advanced courses.

Non-resident graduates of Haverford College of three years' standing or more may also be admitted to the Master's degree. They must, however, at the beginning of their work, arrange with the committee a definite course of study and make annual reports during three years to the instructors in charge.

The candidate must pass an examination satisfactory to his instructors and to the Faculty Committee. At the option of the instructors, a thesis may be required. Before the examination the instructors in charge shall file with the committee a statement of the work done by the candidate.

The fee for the Master's diploma is twenty dollars. In the case of non-resident graduates an additional fee of ten dollars is required at the beginning of the course.

### ROOMS

A student who continues in the College may retain the room he already occupies. The order of choice of vacant rooms is determined by lot, the upper classmen having precedence. Entering Freshmen may choose rooms

## ROOMS

in the order in which their application blanks for admission (see page 23) are received. For this choice a day is appointed, of which due notice is given in advance. Ten of the \$400 rooms are regularly reserved as a part of the apportionment for Freshmen.

A deposit of \$15 is required of all students, old and new, before a room will be reserved. In case the student occupies the room, the amount will be deducted from his bill for the following year; otherwise it will be forfeited.

## EXPENSES

The combined charge for tuition, board, and room-rent varies with the location of the rooms from \$400 to \$575 a year. This includes steam heat, electric light, the use of necessary bed-room furniture, and care of rooms. Students will supply their own study furniture. In general two students share one study and each has his private bed-room adjoining. A few single rooms are also available. The number of students accommodated in the different halls is as follows:

Merion Hall,	21 at \$400 each,
Merion Hall,	16 at \$450 each,
Founders Hall,	8 at \$400 each,
Barclay Hall,	16 at \$400 each,
Barclay Hall,	31 at \$450 each,
Barclay Hall,	46 at \$500 each,
Lloyd Hall,	16 at \$575 each.

The charge for tuition of day-students is one hundred and fifty dollars a year; for tuition and mid-day meal, two hundred dollars a year.

Books and stationery will, at the option of the student, be supplied by the College and charged on the half-yearly



## HAVERFORD COLLEGE

bills. A charge is also made for materials consumed and breakage in the laboratories.

Bills for board and tuition are payable, three-fifths at the beginning, and two-fifths at the middle, of the college year.

### THE MORRIS INFIRMARY

The new infirmary, the gift of John T. Morris, was opened for students in the fall of 1912. It contains ten beds and accommodations for doctor and nurse. There is also an isolated ward for contagious diseases. Every provision has been made for complete sanitary and curative arrangements.

The attendance of the regular nurse is free to students. Medical attendance for brief ailments is also given, free of charge, by the college physician.

### SCHOLARSHIPS

I. *Senior Foundation Scholarships.* Six scholarships of the annual value of \$300 each offered to graduates of Earlham, Penn, Wilmington, Guilford, and Whittier Colleges and Friends' University, nominated by their respective Faculties.

II. *Isaiah V. Williamson Scholarships.* Three scholarships covering all expenses of board and tuition.

III. *Richard T. Jones Scholarship.* One scholarship covering all expenses of board and tuition.

(II and III are so arranged that one is usually vacated each year and awarded to a Freshman.)

IV. *Corporation Scholarships.* Sixteen scholarships of the annual value of \$300 each, awarded without appli-

## SCHOLARSHIPS

cation to the four students in each class who have the highest average scholarship. This is determined in the case of upper classmen from their general average for the year. In the case of the incoming Freshman class the scholarships will be assigned immediately after the Sixth month examinations (see page 26) to those candidates entering by either plan of admission who are judged to be best prepared to do the work of the College.

V. *Edward Yarnall Scholarship*. One scholarship of the annual value of \$200. Open to Friends only.

VI. *Thomas P. Cope Scholarship*. One scholarship of the annual value of \$200. Open to Friends who intend to teach.

VII. *Sarah Marshall Scholarship*. One scholarship of the annual value of \$200.

VIII. *Mary M. Johnson Scholarship*. One scholarship of the annual value of \$200.

IX. *Day Scholarships*. Eight scholarships of the annual value of \$100 each.

X. *Tuition Scholarships*. Twenty-four scholarships of the annual value of \$150 each.

XI. *Alfred Smith Scholarship*. One scholarship given on competitive examination to a candidate for the Freshman class who is of German-American parentage and whose ancestors came to this country prior to the year 1800. The annual value is \$400. It may be held for two or more years if the work of the recipient is satisfactory, and may also be followed by a fellowship of \$400 for one year in Harvard University.

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XII. *Joseph E. Gillingham Scholarships*. Four scholarships of the annual value of \$200 each "for meritorious students."

All scholarships are given for one year only, but, with the exception of I, they may be renewed by the College if the conduct and standing of the recipient be satisfactory.

The Senior Foundation Scholarships will thus be vacated yearly, and about one-fourth of the others.

Except IX, all scholarships involve residence at the College.

## FELLOWSHIP'S

*The Clementine Cope Fellowship*, of the annual value of \$500, may be awarded by the Faculty to the best qualified applicant from the Senior class. He is required to spend the succeeding year in study at some American or foreign university approved by the Faculty.

*Teaching Fellowships*. Two fellowships of \$300 each, involving certain duties at Haverford College, are offered yearly on the same foundation. They are construed to cover all the charges for tuition, rooms, and board.

## PRIZES

### ALUMNI PRIZE FOR COMPOSITION AND ORATORY

The Association of the Alumni, in the year 1875, established an annual prize of \$50, either a gold medal or an equivalent value in books and bronze medal, for excellence in composition and oratory. The following are the rules governing the competition:

I. The Alumni medal is offered yearly for competition among the members of the Junior and Senior classes, as a prize for the best delivered oration prepared therefor.

II. Three or five judges shall be appointed from year to year by the Alumni Committee, who shall hear publicly all competitors who may be qualified to appear.

III. No oration shall occupy in delivery more than fifteen minutes.

## HAVERFORD COLLEGE

IV. In making the award equal weight is to be given to the literary merits of the oration and to the manner of delivery.

V. The judges shall have the right to withhold the prize if the literary merits and the manner of delivery of the oration fall below a creditable standard of excellence.

### THE EVERETT SOCIETY MEDAL

This silver medal is offered by the donor for competition in extemporaneous speaking by the members of the two lower classes. It is given in memory of the old Everett Society.

### JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING

Four prizes, worth \$40, \$30, \$20, and \$10, respectively, will be given in books to those members of the Junior class who, having creditably pursued their regular studies and paid proper attention to physical culture, shall have carried on the most profitable course of reading in standard authors during the Sophomore and Junior years.

The direction of the work and the award of the prizes shall be in the hands of a committee consisting of the President, the Librarian, and the Professor of English Literature.

There will be an oral examination to determine the scope and quality of the reading, and a thesis treating of subjects embraced in the course will be required.

Any or all of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

## PRIZES

### THE CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS

These are two prizes worth \$10 each. They will be awarded in books at the end of the Sophomore year for proficiency in Latin and Mathematics, respectively.

### THE CLASS OF 1898 PRIZE IN CHEMISTRY

The Class of 1898 offers a prize of \$10 in books to the member of either the Junior or Senior class who, in the judgment of the Professor of Chemistry, shall have done the most thorough and satisfactory work during the year in the laboratory, and in oral and written examinations.

The prize will not be awarded twice to the same student.

### THE CLASS OF 1902 PRIZE IN LATIN

The Class of 1902 offers a prize of \$10 in books to the Freshman whose work in Latin, in recitations and examinations combined, shall be the most satisfactory to the professor in charge of the department.

### THE MATHEMATICAL DEPARTMENT PRIZE IN MATHEMATICS

The Mathematical Department offers a prize of \$10 in books, to be awarded at the end of the Freshman year, to the most proficient student in Mathematics.

### THE ELLISTON P. MORRIS PRIZE

A prize of \$80, open to all undergraduates and to graduates of not more than three years' standing, is offered in alternate years for the best essay bearing on the general problem of "International Peace and the Means of Securing it." The next award will be made in the



## HAVERFORD COLLEGE

Fifth month of 1914, and will be announced at Commencement. Any or all of the papers may be rejected if a high standard of merit is not reached. Competitors are urged to avoid mere discussion and fine writing, and to seek the advancement of knowledge by a study of facts or a proposal of practical advantage. The essays of 1914 may be written on one of the following subjects:

1. The grounds for believing that an international court of arbitral justice will become a substitute for war.

2. The ethical grounds for opposition to war.

3. Will the economic burden of war, and of national armament in time of peace, force the nations of the world to adopt peaceful methods of settling disputes?

4. Lessons for the peace movement in the armed conflicts of 1912 and 1913.

5. The obstacles which America has placed in the way of her influence in the councils of nations by the rejection of arbitration treaties.

### PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in philosophy in connection with the courses in that department. A second prize of \$25 will also be given. The prizes in philosophy are open only to Seniors and Juniors.

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in connection with the courses in Biblical Literature. A second prize of \$25 will also be given. The prizes in Biblical Literature can be competed for during any year of the College course.

## SOCIETIES

The Loganian Society, the oldest in the College, was founded in 1834, "for mutual improvement in Literature and Science." In 1906, when it was reorganized, its interests had extended so as to necessitate three departments—Civic, Scientific, and Debating. In 1908 the Civic Department withdrew to organize the Civic Club, and in 1909 the Scientific Department withdrew to reorganize the Scientific Society. The Loganian Society proper thus exists only as a debating club, and as such has control of the inter-class debates.

The Classical Club is composed of members of the Faculty, students, alumni, and others, who are interested in the life and literature of the Greeks and Romans.

A Young Men's Christian Association, organized in 1879, has a membership embracing a majority of the students.

A chapter of the Phi Beta Kappa Society, Zeta of Pennsylvania, was established at the College in 1898.

The Campus Club is an organization of the Faculty, students and other friends of the College for promoting the study and preservation of trees, shrubs, birds, and wild animals on the College property.

The Haverford Union is an organization of alumni and students for the promotion of social fellowship. The home of the Union is a large and attractive building supplied with reading rooms, recreation rooms, sleeping rooms for visiting alumni, and a large assembly hall.

## HAVERFORD COLLEGE

### PERIODICALS

*Haverford College Bulletin* is issued by the College eight times in each collegiate year. Included under this title are the College Reports, Catalogue, Athletic Annual, and other matter.

*The Haverfordian*, founded in 1879, is published monthly by the students during the college year.

*College Weekly*, founded in 1909, is published weekly by the students during the college year.

### LECTURESHIPS

#### HAVERFORD LIBRARY LECTURES

The income of \$10,000, received in 1894 from the estate of Mary Farnum Brown, is available by the terms of the gift "to provide for an annual course or series of lectures before the Senior class of the College and other students, on the Bible, its history and literature, and as way may open for it, upon its doctrine and its teaching."

#### THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

The sum of \$5,000, presented in 1904 by Samuel R. Shipley, in memory of his father, Thomas Shipley, constitutes the Thomas Shipley Fund. The income of this fund is ordinarily to be used "for lectures on English literature."

PUBLIC LECTURES AND MEETINGS  
1911-1912

HAVERFORD LIBRARY LECTURES

By Terrot Reaveley Glover, M.A., Cambridge University Lecturer on Ancient History:

"John Bunyan."

3rd mo. 25th, 1912.

"The Great Age of Greece."

3rd mo. 28th, 1912.

"Herodotus."

4th mo. 1st, 1912.

"Euripides."

4th mo. 8th, 1912.

THOMAS SHIPLEY LECTURE ON ENGLISH LITERATURE

"Robert Browning," by Dr. J. Duncan Spaeth, Professor of English in Princeton University.

2nd mo. 20th, 1912.

THE HAVERFORD FACULTY LECTURES

"The Influence of Woman," by Professor A. G. H. Spiers.

12th mo. 13th, 1911.

"The Gyroscope and the Monorail Car," by Professor F. Palmer, Jr.

1st mo. 10th, 1912.

HAVERFORD COLLEGE

"Ancient Ways in Modern Greece," by Professor W. W. Baker.

2nd mo. 21st, 1912.

"Some New World Landmarks and Their Historic Significance," by Professor R. W. Kelsey.

3rd mo. 13th, 1912.

"Life in the Deep Sea," by Professor H. S. Pratt.

4th mo. 24th, 1912.

THE HAVERFORD SUMMER SCHOOL EVENING LECTURES

"Stories of Life in the Ghetto," by Mary Agnes Best, of New York City.

6th mo. 24th, 1912.

"The Spiritual Life and How to Deepen It," by Dr. Hugh Black, Professor of Homiletics in Union Theological Seminary, New York City.

6th mo. 25th and 26th, 1912.

"Apocalypse and Prophecy," by Professor Frank C. Porter, Professor of Biblical Theology in Yale Divinity School, New Haven, Conn.

6th mo. 27th, 1912.

"City Management and the Duties of Good Citizens," by Alexander M. Wilson, Assistant Director of Public Health and Charities, Philadelphia, Pa.

6th mo. 28th, 1912.

"The Heart of the Christian Message," by Dr. George Hooper Ferris, Pastor of the First Baptist Church, Philadelphia, Pa.

7th mo. 1st, 1912.

## LECTURES

"The Country Church Problem," by Dr. Warren H. Wilson, of the Presbyterian Board of Home Missions, New York City.

7th mo. 2nd, 1912.

## OTHER LECTURES

"Two and One-half Centuries of Quakerism in England," by Norman Penney, Librarian of Devonshire House Library of London.

10th mo. 30th, 1911.

"The Platonic Idea of Chess," by Dr. Emanuel Lasker, chess champion of the world.

10th mo. 31st, 1911.

"The Problem of Punishment for Minor Offenses," by Richard Warren Barrett. Lecture delivered under the auspices of the Haverford Union.

11th mo. 1st, 1911.

Address by Dr. Inazo Nitobé, First Exchange Lecturer from the Japanese Government to the United States.

1st mo. 8th, 1912.

"Roman Ruins in Southern France," by Dr. Wilfred P. Mustard, Professor of Latin in Johns Hopkins University.

1st mo. 19th, 1912.

"The Problem of Pure Water and the Relation of Pure Water to Public Health," by Dr. David Wilbur Horn, Consulting Chemist of the Board of Health of Lower Merion Township.

1st mo. 25th, 1912.



## HAVERFORD COLLEGE

"Feeble-Mindedness as a Social Menace," by Dr. Henry Herbert Goddard, Director of Department of Research, Training School for Feeble-Minded Children, Vineland, N. J.

2nd mo. 15th, 1912.

"Playing the Game, a Statement of a Life Philosophy in Terms of Sportsmanship," by Dr. George E. Vincent, President of the University of Minnesota.

4th mo. 2nd, 1912.

"Photography as an Aid to Music," by Richard Zeckwer, Director of the Philadelphia Musical Academy. Lecture delivered under the auspices of the Scientific Society.

4th mo. 4th, 1912.

"Ruined Cities of Asia Minor, Including some of the Seven Churches," by Professor D. M. Robinson, of Johns Hopkins University. Lecture delivered under the auspices of the Classical Club.

4th mo. 26th, 1912.

"Picturesque Sicily," by S. P. Stambach. Lecture delivered under the auspices of the Classical Club.

5th mo. 15th, 1912.

## MISCELLANEOUS

Opening of the new Chemical Hall, with addresses by Edgar Fahs Smith, Provost of the University of Pennsylvania, and others.

10th mo. 25th, 1911.

## LECTURES

Joint Recital by Austin Conradi and Arthur Conradi,  
under the auspices of the Music Study Club.

12th mo. 8th, 1911.

Laying the corner stone of the new Morris Infirmary.

3rd mo. 15th, 1912.

Fourteenth Annual Meet of the Intercollegiate Association  
of Amateur Gymnasts of America.

3rd mo. 22nd, 1912.

"Molière's 'Le Bourgeois Gentilhomme,'" presented  
by members of French IV and ladies of the Thursday  
Afternoon French Class.

3rd mo. 27th, 1912.

Junior Day.

4th mo. 12th, 1912.

Open Air Play on the Lawn. "Twelfth Night," by  
the Ben Greet Woodland Players.

5th mo. 20th, 1912.

Annual Contests in Public Speaking for the Everett  
Society Prize and for the Alumni Prize in Oratory.

5th mo. 21st, 1912.

Senior Class Day.

6th mo. 13th, 1912.

Commencement Day. Commencement Exercises in  
Roberts Hall, with address by Elmer Ellsworth Brown,  
Ph.D., LL.D., Chancellor of New York University.

6th mo. 14th, 1912.

HAVERFORD COLLEGE

DEGREES, PRIZES, AND HONORS  
GRANTED IN 1911-12

DEGREES

The following degrees were conferred on Commencement Day, 6th mo. 14th, 1912:

*Master of Arts*

John Steele Downing, S.B. (Haverford College).

Theses—"The Development of the Atomic Theory,"

"The Manufacture of Charcoal Iron Boiler Tubes."

William Davis Hartshorne, Jr., A.B. (Haverford College).

Subject—French.

Caleb Winslow, A.B. (Haverford College).

Thesis—"October Horse, A Study in Primitive Culture."

*Bachelor of Arts*

Albert Lang Baily, Jr.	Leslie Warren Ferris
Joshua Longstreth Baily, Jr.	Hans Froelicher, Jr.
Mark Balderston	William Herbert Howard
Stacey Kile Beebe	Horace Howson
Arthur Lindley Bowerman	Clarence Merle Hunt
John Arthur Brownlee	Lance Brenton Lathem
James McFadden Carpenter, Jr.	William Evan Lewis
	Herbert Mendenhall Lowry
J. Benington Elfreth, Jr.	Harmon Maier
Douglas Platt Falconer	Albert Lawrence Marshburn
Ralph Lee Fansler	Edward Imbrie Miller

## DEGREES

Robert Everts Miller	Thomas Emlen Shipley
David Colden Murray	Francis Gerow Smiley
Irvin Corson Poley	Lloyd Mellor Smith
John Daub Renninger	Walter Hopkins Steere
Kenneth Andrew Rhoad	Edward Wallerstein, Jr.
Leonard Chase Ritts	Guy Samuel Wheeler

### *Bachelor of Science*

Paul Clisby Brewer, Jr.	Charles Thompson Moon
Johsua Alban Cope	Sydney Sharp Morris
Clyde Gowen Durgin	Eli Nichols
Francis Hunt Farquhar	John Hollowell Parker
Walter Wood Longstreth	William Hooten Roberts, Jr.
Henry Malcolm Thomas, Jr.	

## FELLOWSHIPS AND SCHOLARSHIPS FOR 1912-13

### *The Clementine Cope Fellowship*

Mark Balderston

### *Teaching Fellowships*

Joshua Longstreth Baily, Jr.  
Lance Brenton Lathem

### *Corporation Scholarships*

Class of 1913

Joseph Moorhead Beatty, Jr.	George Montgomery
Norris Folger Hall	John Valentine Van Sickle

HAVERFORD COLLEGE

Class of 1914

Harry Offermann	Edward Rice, Jr.
Walter Gregory Bowerman	Roy McFarlan

Class of 1915

Edgar Milton Bowman	Joseph McNeill
George Hervey Hallett, Jr.	Paul Craig Hendricks

Class of 1916

Ulric Johnson Mengert	Sherman Parker Morgan
Wilmar Mason Allen	Edgar Chalfant Bye

PRIZES

*The Alumni Prize in Composition and Oratory*

Mark Balderston

Honorable Mention—Oliver Moore Porter

*The Everett Society Medal for Extemporaneous Speaking  
by Sophomores and Freshmen*

Stewart Patterson Clarke

*The John B. Garrett Prizes for Systematic Reading during  
the Sophomore and Junior Years*

First Prize.....George Montgomery

Second Prize.....Herbert Victor Nicholson

The Third and Fourth Prizes were not awarded.

*The Class of 1896 Prize in Latin for Sophomores*

Harry Offermann

PRIZES

*The Class of 1896 Prize in Mathematics for Sophomores*

Walter Gregory Bowerman

*The Class of 1898 Prize in Chemistry for Seniors and Juniors*

Charles Otis Young

*The Class of 1902 Prize in Latin for Freshmen*

Paul Kimball Whipple

*The Mathematical Department Prize in Mathematics for Freshmen*

Edgar Milton Bowman

*Reading Prizes in Philosophy for Seniors and Juniors*

First Prize.....Charles Thompson Moon

Second Prize.....Harmon Maier

*Reading Prizes in Biblical Literature*

First Prize.....Harry Offermann

Second Prize.....Edgar Milton Bowman

*French Prizes for the best Essay on some Subject connected with French Literature*

Senior Prize.....Joshua Alban Cope  
Essay—Paul Hervieu

Junior or Sophomore Prize....Frederick Augustus Curtis  
Essay—François Coppée



## HAVERFORD COLLEGE

*The Elliston P. Morris Prize offered in Alternate Years  
for the best Essay on "International Peace and  
the Means of Securing It"*

Kenneth Andrew Rhoad

### HONORS

*Seniors elected to the Phi Beta Kappa Society*

John Hollowell Parker	Irvin Corson Poley
Mark Balderston	Hans Froelicher, Jr.
Joshua Longstreth Baily, Jr.	Arthur Lindley Bowerman
Joshua Alban Cope	

*Junior elected to the Phi Beta Kappa Society*

Joseph Moorhead Beatty, Jr.

### HONORS IN DEPARTMENTS

#### *Final Honors*

Mark Balderston	Mathematics
Arthur Lindley Bowerman	Latin
Joshua Alban Cope	French
Douglas Platt Falconer	Economics
David Colden Murray	French
Irvin Corson Poley	French

#### *Preliminary Honors*

Arthur Lindley Bowerman	German
Walter Gregory Bowerman	German and Mathematics
James McFadden Carpenter, Jr.	French
Frederick Augustus Curtis	French

## HONORS

Roy McFarlan.....	Latin
George Montgomery.....	History
Percy Warren Moore.....	German
Herbert Victor Nicholson.....	Mathematics
Harry Offermann.....	Greek and Latin
William Webb.....	History

## *Honorable Mention*

Edgar Milton Bowman

German 1 and Freshman Mathematics

George Hervey Hallett, Jr.

Latin 1, German 1 and Freshman Mathematics

Edward Morris Jones.....History 2

Roy McFarlan.....Economics 1

George Montgomery.....Latin 3

Harry Offermann.....Mathematics 2

Oliver Moore Porter.....French 5

Herbert William Taylor.....Economics 1

Grover Cleveland Theis.....German 1

Ernest Nicholson Votaw.....Freshman Mathematics

Paul Kimball Whipple.....Latin 1



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# Haverford College Bulletin

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VOL. XI.

THIRD MONTH, 1913

No. 5

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Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10, 1902, at Haverford, Pa.,  
as Second Class Matter under Act of Congress of July 16, 1894

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## THE UNION

The main object of the Union has always been to bring the alumni and undergraduates into closer touch. At the suggestion of the Membership Committee three years ago, the college consented to add four numbers to its regular publications and to send them to those graduates who subscribed to the Union. These numbers have appeared regularly and have given an account of the activities, interests and needs of Haverford, from an official point of view. In this way the college authorities have done their part in furthering the original aim of the Union, while at the same time they helped that institution to success by offering to the graduates some tangible return for their subscriptions. During the present year, however, two of the four numbers have been turned over to a committee of the College Alumni Association who, in their turn, are seeking to help the college by stimulating a feeling of kinship among the graduates. This is an excellent step. If to the original contents of the BULLETIN, alumni material be added, we shall all be the gainers. On the other hand, there is one thing that must be borne in mind, a thing which it is the duty of those in charge of the Union to bring up. And that is this: when the Alumni Committee publishes copies of the BULLETIN, it owes something to the Union. Using the BULLETIN as one of its inducements, the Union has obtained and kept a considerable number of graduate members. These graduate members still receive their copies and must continue to do so.

The Alumni Committee will, we trust, take into consideration the interests of the Union when making its plans, whether it wishes to increase the number of its free publications or to form a magazine for which a charge will be made.

In order that those at a distance may learn what the Union has been doing, we give below a partial list of the uses to which it has been put during the last year. To this should be added the daily purposes which it serves as the headquarters for the Y. M. C. A., the *Haverfordian*, the *Weekly*, the Athletic Organization and the musical and dramatic associations. Of recent developments, besides the furnishing of the reading room and the installation upstairs of a piano player, mention should be made of an innovation which bids fair to fill a want in Haverford life. In the past there has been no place where a graduate, returning to the college, could be more or less sure of meeting undergraduates on common ground and under conditions conducive to easy and informal intercourse. Similarly an undergraduate taken unawares by the arrival of friends had no place in which to entertain them, except his room—often quite unfit. As a remedy for this condition, arrangements have been made for additional comfort in the Union. A fire is now kept burning in the open fireplace during the latter part of the afternoon, and between five and five-thirty undergraduates and graduate members and their non-Haverfordian friends are served with cocoa and crackers upon application to the janitor. These arrangements, started as an experiment, are to be tried for a month. They have run two weeks already and so far at least, have proved a success. A few graduates have dropped in occasionally and the undergraduates are availing themselves in increasing numbers of this opportunity for a cozy hour or so, either by themselves or with friends. If this continues, the Governing Board of the Union will be asked to sanction some such plan as a definite part of the Club's activities—if not throughout the year, at least during the third quarter, when skating attracts many friends to Haverford, and during the football and cricket seasons. We should be very glad to hear from graduates who think either well or ill of this plan.

A. G. H. S.

The following list of dates gives an idea of the use made of the Union since February 1, 1912. (See above also.)

- Feb. 15—Lecture: Feeble-mindedness as a Social Menace.  
Dr. H. H. Goddard, of the Vineland Home.
- 21—Lecture: Ancient Ways in Modern Greece.  
Dr. W. W. Baker, Haverford College.
- 29—Meeting of the Cap and Bells.
- Mar. 5—Soccer Smoker before the Penn Game.
- 18—Chess Team vs. the All-Scholastic Chess Club.
- 27—Performance by Students of "Le Bourgeois  
Gentilhomme."
- 28—Lecture: The Great Age of Greece.  
Terrot Reaveley Glover, of Cambridge  
University, England.
- Apr. 1—Lecture: Herodotus.  
Terrot Reaveley Glover, of Cambridge  
University, England.
- 3—Lecture: Photography as an Aid to Music.  
Richard Zeckwar, under the auspices of the  
Music Study Club.
- 5—Lecture: The Ruined Cities of Asia Minor.  
Professor D. M. Robinson, of Johns Hop-  
kins University.
- 8—Lecture: Euripides.  
Terrot Reaveley Glover.
- May 15—Lecture: Picturesque Sicily.  
S. P. Stambach.
- 21—Annual Contest in Oratory.
- June 14—Meeting of the Alumni Association.
- Oct. 17—Campaign Speeches: The Democratic Platform  
Cadwallader and Pickering.
- 22—Campaign Speeches: The Progressive Platform.  
William Draper Lewis.
- 24—Campaign Speeches: The Republican Platform.  
Thomas Raeburn White.
- Nov. 4—Political Debate by Students of the College.  
4—Smoker before the Rutgers game.
- Dec. 13—Cap and Bells Try-outs.
- Jan. 24—Second Cap and Bells Try-outs.

J. M. B., JR.

Haverford received some years ago, a sum of money for the purpose of establishing lectures and other means of instruction in the serious problems of life and religion. As a result we have had a series of able addresses, some of which have been printed in book form and have had large sales. Among these may be mentioned Dr. Peabody's *Religion of the Educated Man*, President Hyde's *From Epicurus to Christ*, President King's *The Laws of Friendship*, and Justice Brewer's *The United States a Christian Nation*. This year a change in the system has been tried. Dr. Hugh Black, of the Union Theological Seminary, was asked to spend a week at the College. He gave an introductory public lecture entitled *Christianity and the Modern Man*. In addition he attended several classes and addressed them on subjects connected with their work. He was at a meeting of the Y. M. C. A. and the Fifth day meeting and spoke on both occasions. He appointed an hour in the Union to meet the students individually or in groups and a number availed themselves of the opportunity.

The result of all these meetings will not give the world anything in book form but the effect should be more intensive on student character and individual development.

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The Infirmary has proved itself all that was expected. In the first place, there never were so many cases of sickness in the College hospital. This is due probably not to any actual increase of disease, but to the fact that they have all come to light and have not hidden themselves in the dormitories. It is something of a luxury to be ill under the conditions which now prevail.

There have been cases of measles and mumps, but the isolation wards have proved effective and new outbreaks have resulted rather from outside than inside contagion.

One feature is manifest and that is that even with the endowment of \$15,000 there is a serious financial drain on the College which may have to be met by an Infirmary fee.



# Haverford College Bulletin

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No. 6

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## TO ALL HAVERFORDIANS

The last annual meeting of the Alumni Association directed the Athletic Committee to go into the question of needed improvements to the Athletic Fields and Running Track.

At the invitation of President Sharpless and the Chairman of the Athletic Committee, twenty-five representative alumni have held two meetings, and after discussion and due consideration of plans submitted, passed a resolution "That steps should be taken to collect a fund of \$10,000, to be expended about as follows:

- "1st. \$1,000 for new Soccer Field.
- "2d. \$1,000 for extension of driveway to Walton Field.
- "3d. \$5,000 for new Spectators' Stand.
- "4th. \$1,000 for improving Walton Field.
- "5th. \$1,500 for widening track and changing straight-away course.
- "6th. \$500 for Cricket Shed.

"And that a committee of five, including the 'Chair,' be appointed to devise plans and undertake the collection of the money."

The Committee of twenty-five, at their first meeting, directed that a survey and map of the ground available for a Soccer Field, to include also Walton Field, and show the location of the new stand, be prepared and submitted at a later meeting, together with completed plans for the stand.

This was done, and a reproduction of this map, as approved, is here shown, on a small scale.



The Soccer Field is located to the north of Walton Field, leaving a space of about seventy feet between the two fields available for a parking space for automobiles and carriages.

The Driveway, now completed from College Avenue, as far as the Infirmary, is to be continued to the Power Plant Road, and so afford proper approach to Walton Field.

The Stand is located back of the present one, but outside the track, so as to be useful for track as well as field events.

Some needed grading will be done to Walton Field, and the Football Playing Field moved over toward the new stand, leaving space for field events, tennis courts and cricket practice on the eastern side.

Architects Baily & Bassett have designed a stand that will be pleasing to the eye, sufficiently commodious for present use and capable of extension.

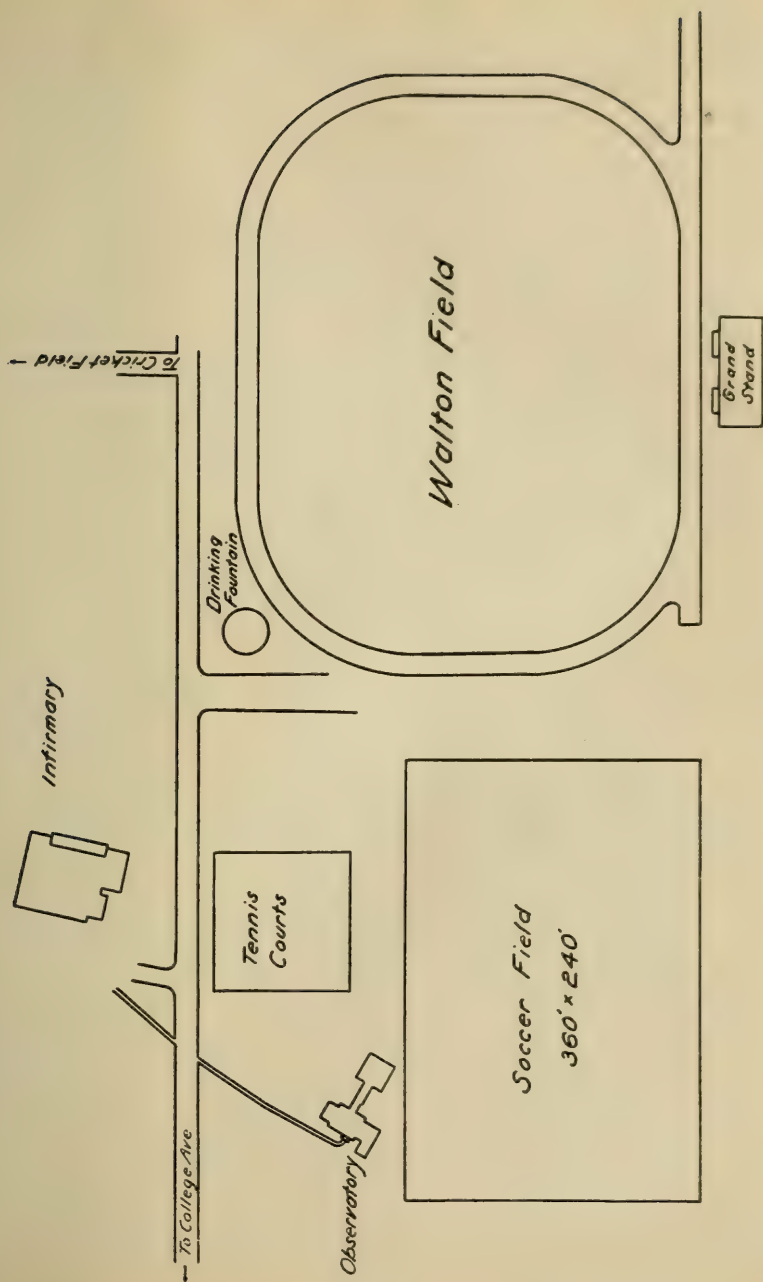
The Track will be widened in front of the stand, and a straight-away extension made at this side, and by so doing, have the sprinting events in proper view.

The Committee believe that all of these improvements, together with much needed repairs to the Cricket Shed, are matters that will appeal strongly to the alumni body, for they will appreciate that there is here presented a comprehensive plan which, when carried out, will greatly add to the efficiency of our athletic plant and be of a permanent character, designed to take care of an increasing number of students, and give them, as *individuals*, the opportunity to indulge in wholesome sports. This, in the opinion of most Haverfordians, is more important than teams and victories—especially so, if these mean the exclusion of even a few from our fields.

Work on the Soccer Field was begun in January. The Driveway can be completed during the coming summer vacation. In fact, all here outlined can be done at an early date, and the Committee hope that the response of the alumni to this appeal for funds, will enable them promptly to complete the work.

This bulletin is sent to every old student of Haverford. Why should not every one respond, and fill in the blank subscription form attached—even if the amount promised be small, and in this way, show their interest and sympathy in this movement, which stands for progress at Haverford!

JOS. W. SHARP, JR.,  
Chairman.





The great acreage of Haverford College gives us ample opportunities for out-door recreation. To make these opportunities available, we must periodically lay out additional playing fields, as the college grows and as new games create new demands. The ideal to be realized is to have every student engaged in some out-door sport every day the weather permits. This is the ideal of many colleges, but few if any have such facilities as Haverford for making it a reality.

The accompanying plan is an attempt to put into execution the beginning of such a policy. I think that other playing fields will be needed in the near future. But as we work we must make everything complete, permanent and of high grade. The college itself does much for athletics out of its general treasury, perhaps more than any other, by supplying coaches, taking care of the fields, entertaining visiting teams and appropriating pond money. It feels that it can properly appeal to its alumni for these improvements, greatly needed, and which are beyond the limits of its resources. Every item proposed has had the careful scrutiny of competent advisers both as to character and cost and will be executed under expert supervision.

ISAAC SHARPLESS.

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*I agree to subscribe toward the fund of \$10,000 for the proposed athletic improvements at Haverford College, the sum of \$..... The money to be paid before October 1, 1913, to the treasurer of the Fund.*

HENRY COPE, 1510 Walnut St., Philadelphia

Name.....

Class of.....

Address.....

Date.....1913.

## COMMITTEE OF THE ALUMNI IN CHARGE

Joseph W. Sharp, Jr., *Chairman*  
President Isaac Sharpless  
Dr. James A. Babbitt  
Horace E. Smith  
Alfred M. Collins  
Charles J. Rhoads  
Parker S. Williams  
L. Hollingsworth Wood  
Christopher C. Morris  
Alfred G. Scattergood  
William W. Justice, Jr.  
Alfred C. Maule  
William H. Roberts, Jr.

Joseph H. Haines  
J. Stoddell Stokes  
Robert E. Miller  
Frederick H. Strawbridge  
J. Henry Scattergood  
Henry Cope  
Dr. Thomas F. Branson  
Dr. Frederic C. Sharpless  
Henry S. Drinker  
H. Norman Thorn  
John L. Scull  
William C. Lowry  
Dr. Francis B. Jacobs

# HAVERFORD COLLEGE

VOL. XI

BULLETIN

No. 7

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ALUMNI NUMBER

FIFTH MONTH, 1913

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## ADDRESSES

Delivered at the Annual Dinner held at the Bellevue-Stratford,  
Philadelphia, January Twenty-fifth, 1913

MEMOIR OF ALBERT K. SMILEY, '49

By  
JAMES WOOD, '58

FOOTBALL AT HAVERFORD

By  
H. NORMAN THORN, '04

UNDERGRADUATE ACTIVITIES

By  
J. M. BEATTY, JR., '13

Issued eight times a year by Haverford College,  
Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.  
as Second-Class Matter under Act of Congress of July 16th, 1894







This number of the "Bulletin" conveys to President Sharpless the congratulations and greetings of the Alumni Association of Haverford College, an organization which he has done so much to inspire and unify.

TWO hundred and fifty-five members of the Alumni Association of Haverford College met at the Bellevue-Stratford at seven o'clock, January 25th. After an enjoyable dinner, the President of the Association, Parker S. Williams, '94, summed up in concise and effective fashion the activities of the Alumni as a corporate body. Without betraying the main purpose of the evening to the main person concerned, he touched wittily upon the impulse which brought together a record-breaking attendance. When he introduced President Sharpless, pandemonium ruled for ten minutes. The President spoke as follows:

#### SPEECH OF PRESIDENT SHARPLESS.

It is always very embarrassing, my good friends, to give a speech after a reception of that sort. Anything that I can say in appreciation of it will sound very hollow.

It is always a great pleasure, in my year's routine, to attend these meetings, after I get through with my speech.

I suppose that this large attendance here to-night indicates a large interest in Haverford College, at least to the extent of eating together. Haverford has a great advantage from the fact that it has lived for eighty years. It is not a very great feat for an institution to have existed for eighty years, but it gives time for several generations of men to grow up and make some money, and to have some ideas about college management.

It gives time, too, for certain traditions and features to establish themselves in the life of a college, and for a

certain character of the college to develop itself, and for a certain type of individual to be produced. I suppose it would be impossible, after these eighty years of history, for that type to be seriously disturbed. I imagine that if there were some revolutionary attempt of that kind, the alumni forces would rally, the alarm would sound, and there would be a reversion to the old standard.

I do not think that any college I know of is so much influenced by alumni sentiment and by alumni control as Haverford is. There are on the Board of Managers (twenty-seven in number) twenty-two old students of Haverford College, and nearly all of these have been students since I have been at the College. It has given them a good chance to even up scores with me. Time was when I could issue demands to them and inflict penalties upon them, but now I go around with a bowed head and humble mien, trying to do their will as best I can, as they are my employers. Once I tried to escape from this galling position. I sent word down to President Roosevelt through a mutual acquaintance that I would like to be his Secretary of War, but the way didn't open to make the appointment, and I have turned over whatever hopes of promotion I had in that direction to our distinguished friend, the Dean of the University of Pennsylvania Law School.

I suppose, from what I hear from other colleges, that the subject which is interesting the college world at the present time is the curriculum. College presidents and professors, when they desire to make money, write stories for the magazines, and in order to get the material, send word around to all the other colleges, asking what their experience is with the question under consideration.

They send a list of questions with a blank opposite, which you are expected to fill up and send back to them. For instance, they want to know about college salaries, and they send around questions such as this:

"What is the salary of the president?" and they leave space afterwards for six figures.

"What is the salary of the professors?"

"What is the salary of the cook?"

"What is the salary of Caleb?"

Now the question which these people are stirring up at the present time, has to do, as I said, largely with our curriculum. Apparently, this is not satisfactory. In the first place, the curriculum has to deal with schools below us, and the schools below us are insisting, with a great deal of persistence, that we should accept a lot of things which they choose to teach, among our requirements for admission.

When I get into a convention of high school teachers, I feel almost as if I were going into the enemy's country. There is so much talk about the domination of the colleges and the unrighteous demands which they are making on the schools for Latin and Mathematics and other useless things for entrance, that one is immediately placed on the defensive.

It is a demand that is being made, that the so-called vocational subjects—any subject which a high school chooses to teach, shall be received for admission to college for its full value. There is no doubt that these are very excellent and very useful subjects, and that the young men who prepare on blacksmithing, or anything else, ought to have a chance to continue their education. The only question in my mind is, whether Haverford and



institutions of that sort should cater to that particular demand.

It is something else that colleges of the Haverford type were founded for, and for which they exist. One might as well complain of a boot store because it does not sell neckties, as of a college like Haverford because it does not teach a great line of vocational subjects. I do not think that Haverford education, even from the point of view of fitting people for vocations, has been lacking in the past. One needs simply to look around this room and see the number of well-fed and well-dressed individuals to make sure that the Haverford alumni are reasonably prosperous.

Then, at the other end of the line, there is that other demand from the professional schools and the world at large, that we should teach something that will fit our graduates for doing their work, the work of the professional schools, and the world's work in general, and that is the demand, I think, which is worthy of a little more consideration than the demand from the schools. I think, of course, that we should live in peace and harmony with the system above us and below us, and there should not be any serious break in passing from one part of our educational system to another.

But this demand from above us, is one which is coming on with a great deal of insistence. In looking over the list of our graduates of last summer, forty-four in number, I find, if I have counted correctly, that exactly twenty-two of them have gone into general business and the other half have taken up professional work of some sort, either by going to universities, or directly into teaching. I suppose this represents, taking the whole Alumni

Association of Haverford College, pretty nearly the condition. I imagine that pretty nearly half of them have gone into business of some sort, and whether we are doing what we should for these men that go into business, is a question worth thinking about.

Now, I think we have come to the conclusion that business is a profession, going through the stages that all the other professions have gone through. There was a time when medicine was hardly a profession; when anybody could practice that chose to, and when perhaps some of the most successful practitioners were the herb doctors and experimenters upon the diseases of men. To-day you cannot practice medicine without taking an examination by the State Board, and without a long course of scientific preparation for it, and in some colleges they require either the whole college course, or two years of it, preliminary to the medical education. In other words, medicine is becoming a strict profession, demanding scientific preparation.

It is quite within the memory of some of us when engineering was hardly a profession, when a great deal of the work of the country was done by men who had no special technical training, and who refused to have men of technical training in the corps of engineers. Now we know it is almost impossible for a man to secure a position of any consequence in engineering work, unless he has had several years of college education. The profession of engineering has not developed quite as far as medicine, but it is coming on in that way, and if I read the signs aright, business is going through the same stages. It does not mean any more that the best way to prepare for business is to go and sweep out the

store, and go through the other traditional preliminary steps toward money-making. There has been, as I can testify from my own experience, a very greatly increased demand for college men in business positions, and that demand has increased within the last five or ten years, and I believe it is the result of the fact that a good general training, mental training, is fitting men for business; that business is becoming more complicated, more scientific and more professional every year, and that the demands of business can only be met by the trained minds in the highest positions.

And in the same way, if we take up this question which Harvard calls Social Ethics, and which a good many colleges call sociology—preparation for Social Service in the cities—these same graduates have gone into it, and they meet many graduates of other colleges, and they come up against problems which demand trained men, the men who can study conditions, as well as remedies. They have ceased to deal simply with charity, that which used to be called charity, and have taken up all these scientific questions of town-planning and housing conditions, and sanitation, and recreation, and so on, which nobody can handle unless he has some general training and ability to take up the subject and reason it out from cause to effect.

Then, again, there is another question, the question of politics. Politics is also a profession. The words "politics" and "politicians" used to have a great deal of opprobrium attached to them. But the time has passed when politicians can be called by opprobrious names. The ordinary man, who depends for his position on the favor of the multitude, who is simply a dema-

gogue, cannot understand the large questions unless he has a good preliminary training, and so I think that college men have a larger and larger place in political life than they have ever had before, and that the honorable, well-trained college man is going to be able to do certain work in that field which he has not been able to do in the past.

It is no particular discredit to Haverford men that they have not had a very large place in Pennsylvania politics in the past. It has been hardly possible to have it without a sacrifice of self-respect which most of them are unwilling to make. I met a man some time ago who made the complaint that all three of the candidates for the Presidency in the recent election were college graduates, and that he had nobody to vote for. His troubles are just beginning. He will find that college graduates are going to be the candidates for pretty much all of these positions in a very little time.

Now that opens up a lot of new problems for us college people. Have we any duties toward these new professions that are coming up to us? We allow our medical students to take chemistry and biology in preparation for the study of medicine. Have we any duty of a similar nature to these other subjects that are being pressed upon us by the demands of the world? I do not mean at all that we have not been able fairly to meet these demands in the past; I believe that our graduates have been pretty successful business men; I believe they are going to be successful in questions of social service and in government, but at the same time, there are certain subjects which have a direct pointing in this direction, which it may be the duty of the colleges to pay some attention to.

The class of 1902 told me last summer that after ten years' experience in the world at large, omitting everything they inherited from their parents, their average income was \$3,100. Now that is pretty good for an average class ten years after graduation, especially when you take into consideration the fact that there were two members of the Haverford faculty in that class, and two, I believe, of the University of Pennsylvania faculty, all of whom probably brought down the average.

But while this is true that we have been reasonably successful, it may be that there are other classes that ought to be introduced into our course, which the world is tremendously interested in, which have an equal disciplinary value with a great many of the things we teach at the present time. These subjects do not mean at all that we are going to make out of Haverford a lot of professional or technical schools. I think that is farthest from the idea of any of us. They simply mean that we have to have toward these new professions as they are arising, the same relation, the same tendency, which we show toward the old professions which are already well established.

Indeed, the whole world is going to be professionalized. Every man has got to have his specialty, and the basis of that specialty is that broad general knowledge which Haverford and colleges like Haverford shall give, and that, it seems to me, is going to be the secret of the curriculum in the future,—the basis on which we are going to build whatever we are going to do.

This means, of course, an increase of Haverford resources, but it means another thing. It means the necessity for an increase in Haverford numbers, because



if new courses are going to be introduced, it means smaller classes unless the numbers increase at the same time. With our system of elective courses, every new course that we establish takes some away from the old courses, and some of these old courses are too small already.

We are full to our capacity at the present time, and the only possible chance, it seems to me, to increase our numbers, is to increase our dormitories. We are situated in a neighborhood which does not lend itself readily to boarding houses of the ordinary sort, which college students usually frequent, and therefore I believe that we have to look forward to a gradual increase of our dormitory accommodations, as fast as the right sort of students come to take our courses.

But this also means a considerable increase in our resources. The question has been presented to me several times of late that Haverford is rich enough and that the Friends who have money to give had better give it to the poorer institutions. If I understand the attitude of this assembly here to-night, such a proposition as that would not receive its endorsement, because I understand that my command from the alumni of Haverford College is to try to make Haverford College, not one of five hundred colleges of equal rank, but one of the best of the small colleges, and that result can only be produced by the most intelligent guidance of such resources as we have, so that they will do the most good, and in the second place, by the increase of resources so as to make it possible for whatever is useful to be incorporated in the curriculum.

I do not think that simple mediocrity is a good thing, and I do not believe, even from the point of view of



the poorer colleges, it is necessarily desirable that all colleges should be of equal rank. It is essentially important, I think, that some colleges should be able to set a standard, and carry out an ideal, and realize aspirations which are only possible by a considerably larger endowment, considerably more resources and considerably better management than the average colleges have.

It has been my fortune, or my fate, perhaps, I should say, during the first part of the presidential career which I have had at Haverford, to find it necessary to consider more particularly the question of current expenses. When every year brought round a deficit, that was the most important subject that the President had on his mind, and he had to look out for those deficits.

It has been my fate, through the second half of my career there, to meet the equally insistent question of the building up of the necessary halls for carrying on our work, for making it possible for the College to be increased from one hundred to two or four times that number.

I think that these two matters have been largely attended to. I do not mean that we shall be through with the necessity of putting up buildings, because that will probably never happen in the life of the College. But the present buildings, the buildings which are absolutely essential from the educational point of view to teach and care for our increased number of students, a number larger than we have ever had, are to a very large extent provided for.

But I should much prefer when I turn over the College to my successor, to have something to my credit in some other direction than in the number of buildings. I should

like very much if all the Haverford faculty, and all the Haverford alumni, and all the managers, and the students, who are now, it seems, in pretty happy unison with each other, should have established in their minds an idea as to what Haverford should be; that they should make up their minds, not that Haverford was to be the largest college of its sort; not that it should have the most extravagant buildings, but that it shall have a certain character of its own, and that it shall have such a set toward scholarship and high ideals of morality and character, that no future administration can possibly ever change it.

If that matter were brought about, if we had that perfectly established, and saw the way ahead to a more rapid and mature development along that line, and along lines which were manifestly in advance, I should be perfectly willing to turn over the reins of my administration to a worthy successor, who would not have the troublesome problems that I have had to face.

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#### SPEECH BY PROFESSOR ERNEST W. BROWN.

*Mr. Chairman, Friends of Haverford:*

It is good to be here. It is very good to come back and see so many faces, I believe more than have ever come together at the alumni dinner around the festive board, and yet I don't feel that I am altogether in the right position in standing up before a large number like this and making a speech. It is not quite my line, you know. You are, most of you, accustomed to see me with my back to you, expounding at the blackboard,

and you know that is a bad habit to get into. We speak much more comfortably, like the Professor in Lewis Carroll's stories, who generally talked with his back to the audience. At any rate, it saved him the trouble of being nervous.

I am almost nervous in several ways. I am not one of those people, who, like President Sharpless, can mingle grave and gay, and who can, like your President of the alumni, tell you things which you like to hear.

I come back pretty often to Philadelphia, I suppose two or three times a year, and I rarely fail to go and wander around the lawn at Haverford, and I often think how good it was to be there, and how good it is to come back.

The President has referred to England. I rarely get up where I have to make one of these unfortunate public appearances without having that referred to. I think this time you might let me off, and count me as belonging a little to this country.

Only a few days ago I was out at Cleveland and had the misfortune to be acting as toastmaster at a mathematical dinner, and one speaker after another referred with contempt to the fact that they had a comparatively new member lording it over them, though as a matter of fact, I have completed my majority in this country; I have been here over twenty-one years, and I had been longer a member of that society than most of those present, but I suppose I must be content to belonging to two countries.

When your President invited me to come and speak here, I felt that I had no choice in the matter. I felt a little like the man I heard of this afternoon when I was

coming down in the train. I suppose you have heard of him, but I am going to mention it again.

An old countryman very strenuously objected to riding in an automobile, but they insisted again and again, and finally they did persuade him to enter it. The automobile went about five miles, and then it ran into a telephone pole. Of course there was the usual smashup, the man was deposited in a field, and they came to him and said he was pretty badly broken up. He had both arms and legs broken and had internal injuries, but he was still conscious when the doctor came, and he said to him,

"Doctor, are you a homeopath?"

"No, I am not a homeopath."

"Are you an allopath?"

"No, I am not an allopath."

"Well, what kind of a doctor are you?"

"I'm a 'vet,'" replied the doctor.

"Well," he said, "that just suits me, because I should never have come here if I had not been such a jackass."

That remark does not refer to my coming here, but to my present position.

As I said, I have been here a good long time, and I have seen a good many changes, and one of the changes that has struck me the most is the change that President Sharpless referred to indirectly, the change in the government of the various colleges and universities in this country. When I came here, they were governed more or less by the managers. I should say rather more than less, and very largely by the President.

I say, and I don't refer to the faculty, I refer to the whole college institution, I think that the system worked

extremely well in a good many ways. It had its faults. It took away the responsibility from those who were really responsible for the good working of the college, namely, those who are teaching there. The system has completely changed in a few years. It has come to pass that we who belong to the faculty now manage the college to a large extent, barring out the managers of the colleges and the various departments, almost entirely. We have almost sole responsibility for everything that takes place. Sometimes our duties are unpleasant; sometimes they are extremely pleasant.

One duty that I took part in the other day interested me, and seemed to me perhaps one of the best features of the change. I had the privilege the other day of recording my vote in the nomination by the Yale college faculty of the President of the United States as a future member of that faculty. That election was confirmed by the corporation.

But we have gone a step further. The President referred to the fact that he walked in humility before the alumni. Well, I suppose the faculty have not got to that condition yet, simply because the President is usually the intermediary between the alumni and the faculty, but nevertheless, we do depend upon the alumni at Yale (and it seems you do here at Haverford) for a good many things. We in the faculty are not closely connected with the world at large. We are not apt to know what people are thinking about. We can read the papers,—a good many of us do—but we are not apt to know what people are thinking about, and we depend upon you, who mix with the outer world, who know what men are saying and thinking, whether we are doing what the world



needs, and helping to solve some of the big problems there.

I sometimes wonder whether we are keeping up with the times, if we are not really continuing to do some of the things that should have been changed years ago, and if we are not now failing to do some of the things that ought to have been done before. I am afraid that we are a little behind the times in certain matters and that we are not changing quite quickly enough to meet changing conditions.

I think that one of the things that hampers a college faculty, or perhaps I should put it more broadly, the governing board of a university or a college, is that it is apt to cling in a good many ways too much to the older ideas of democracy. Now, that ideal had many good points about it, but the United States has advanced, to quite a considerable extent, beyond that ideal. In the old thought, it was the idea that men should be made equal in all respects, and the working out of this idea rather tended to a leveling down than a leveling up. In any case the effect of it, I think, has been to a certain extent in that direction.

The question arises then, "Have we not retained that old idea far too much in education at the colleges and universities? Have we changed our educational methods to meet the modern demand of giving every one, even the best man, a chance to develop himself to his full capacity?"

I sometimes look round at the teaching we do—I say "we" in a collective sense—and wonder how much time we spend on the various classes of men we get there. Of course, just as at Haverford, we have the able men,



the medium men, and the poor men, I mean mentally, the last being those who have not a great brain capacity, but who come to the college to get the best assistance they can. It is a well known fact that a very large proportion, an undue amount of the teacher's time is spent on the last class.

Now, the modern idea of democracy, it seems to me, is not a leveling of every man, and treating every man equally—we cannot possibly do that and no attempt is made to do it in the outer world. What we ought to do, I think, is to give every man an opportunity according to his capacity. If we have a good student, we ought to give him an opportunity to do the best, according to his capacity; if we have a medium student the same way, and if we have a poor student we ought to try to make every effort to do the best we can for him. Now education, so far, has been devoted chiefly to making the very best out of the second and third classes. We have done magnificently for them all through the grades. There is no country in the world where the average intelligence of the people is greater, or as great. That is an achievement of which I think the country may well be proud.

But we must not stop with that achievement. We must not spend our time solely in going on and improving just that portion of the community. We must take a step further. We must think of the man who has unusual capacities. What do we do with him at the present time? Most of you are aware that the students have been taught—and to a certain extent have to be taught—in classes where it is necessary to mix men of all capacities. I am not quite sure whether we are doing the right thing.

I look out among the corporations and at the men who are running the business of the country, whether they follow this principle when they get a lot of new recruits,—put them all together, and promote them all together, and just give them a certain task to do every day. Do they say to them, "The men who get through their tasks quickly, can go off and do other things?" I do not think you could run any business on that principle, and yet it is to a large extent what we do in the colleges. There are plenty of men who can get through their preparation in half or three-quarters of an hour; we suggest to them that they go off and do other things. I am very doubtful if that is the right plan to undertake, and I think we should so organize our work as to take care of those men. We need them not only in the scientific world—that forms a comparatively small part of the community; I am not pleading for it, though I can point to many examples where that kind of education has done harm. Perhaps it is the best class by which to show the evils of the system. I am pleading for the community at large. We need the men who have the capacity to be widely developed; we need them in every possible way. It is not good for a student to have him come to college and have him spend a small proportion of his time there over work that is easy for him. He should be taxed to his full capacity; otherwise he not only loses the power of performance with which he is endowed by nature, but he loses his natural capacity and he gets a wrong idea of his duty in the community. He should be worked to the full extent of his ability. He should be worked hard, harder than anybody else.

Sometimes the answer is made to me that these men

go and do things in the college that are useful; and learn a good deal that way. It is, to my mind, no answer to the question. I think it is the answer that we sometimes make when we do not want to take the trouble to correct the evil. My idea is that we should do the best for the men according to their capacity, and it is not to my mind the best for the men that they should be told that the managership of a dramatic club is a good substitute for the hardest kind of hard work at the subjects for which the college stands.

Now I feel that if we have the alumni of the university or college with us in the feeling that this is a higher ideal to set before ourselves that they can help us to reach forward to it. They can help us to do what is done in the outer world, as far as I can find out, that when we find somebody who has exceptional ability we shall be allowed the time and opportunity to educate him to his full capacity. We need men of this class; we need them not only in the professions, but we need them in business, and above all, we need them in statesmanship and the task of governing the country. The average of intelligence is high; the general average of the college men of this country is, I believe, higher than you will find it in any country of the world, but we need still higher levels for those men who are going to take leading parts in the work of the country. If I have any message for you here to-night it is this, that you should think what you can do to remedy those conditions. I am sure that a change on these lines will benefit the community and immensely improve the effectiveness and the usefulness of our colleges and universities.

## SPEECH BY WALTER BRINTON, '81.

I recently heard a man of some note make the statement that he considered that a great compliment had been paid him, when a certain group of people extended to him a second invitation to talk to them. This is my second appearance before this Association. I am, however, not so sure of the compliment, because the first time was twenty years ago, and I feel sure that those in charge of this evening's programme, were either too young to attend that meeting, or else they have grown so old, that their memories are becoming impaired.

The real reason for the second call which has come to me, I can relate in a very few words. About two months ago, I wrote to a friend of mine, asking him to send me ten dollars as a contribution towards an enterprise in which I was then interested. After dallying with the proposition for such a long time that I thought I had lost him, he replied that he would send me ten dollars if I would be willing to come here this evening and speak for ten minutes. The rate per minute was so far in excess of anything that I had ever received that I succumbed. He sent me a check; I ascertained that it was not an overdraft, and then I was confronted with another difficulty. I wanted to try to squirm out of the obligation. Having been born of Quaker parents and having been raised in that faith, the question was whether it was right for me to encourage "speaking at stated times or for pay." It is a delightful surprise to me to know that there are so many people in this room who recognize those words.

Now, I represent a Haverford vintage of about thirty years ago. That is a sufficient length of time to open

up to my mind two distinct vistas: one reaching backward over years of creditable achievement, the other reaching out toward opportunities and possibilities of Haverford for the future. The vista of retrospection permits of no deception or illusion. It would be absurd to make any false claims for Haverford in the presence of her grown-up children, and while that record might contain some features which we would all gladly blot out, yet I think you will agree with me in a few general statements which are about as follows:

I believe that the fundamental ideas of education upon which Haverford School was founded were safe and sound; that without loss of essentials, they can be modified to suit changing conditions and customs; that they have stood successfully the test of some eighty years of practical administration; that the continual operation of wise and conservative policies at Haverford has resulted in turning out a product which will compare favorably with that of any other institution with similar aims.

It is not necessary, in a company like this, to prove these claims, but if a proof should be demanded, I would refer you to the long list of soberminded, successful business and professional men, who from time to time have been called to the college, either as members of the Board of Managers, or as professors in some chosen line of work. Good men do not lend their names or their influence to institutions of doubtful integrity.

Haverford owes much of her success to the feeling of confidence which her patrons have had in the good men she has called to her service, and this same feeling of confidence is also responsible for the building up and maintaining of Haverford's most valuable asset, the strong



sympathetic support of this association. With the loyal co-operation of this body, any reasonable problems at the college may be solved.

One of the greatest opportunities that can come to Haverford, or to any American college, is that of fitting young men to take a more aggressive part in political life. I use the word political here in its broadest sense.

President Hadley, of Yale, recently made the statement, "that those colleges which do their best work, will put before their students the ideal of preparation for citizenship, that neither our students nor our people need undigested or half-digested data, but they do need the intellectual training which will fit them to take part in the life of a community." Now, a literary hermit may have his place in the world's work, but it seems to me that there is a nation-wide call at the present time, clear and distinct, for young college-bred men of the Haverford stamp to come out into the open with a robust moral influence in the management of public affairs in every community in which they are located. I present this thought with an earnestness born of some experience. I agree with President Sharpless that there is room in the college for taking it up, and I hope you will give it your sober consideration.

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#### SPEECH BY W. W. JUSTICE, JR., 1900.

*Mr. Toastmaster and Gentlemen:*

The night is no longer young; as I glance down the room I see the ardent commuter fingering for his watch and his time-card, and I am reminded with some insistence



of the anecdote told of the Reverend Obadiah Bones. It seems that the Reverend Obadiah Bones was speaking on the subject of the major and the minor prophets. Having spoken at great length—for over an hour—on the major prophets, turning with some glee to his audience, he said,—“And now, brethren, what place shall we give to the minor prophets?” A man in the rear of the room was seen to arise, and lifting his hand, he said, “They can have my place, I’m going home.”

You will recall that our invited guests have frequently spoken of these Haverford banquets as being unique. They have commented on the fact that no wine was served. Doubtless some of our younger alumni are sighing with regret for the “beaded bubbles winking at the brim,” and yet, I have not heard a repetition of that remark attributed by Shakespeare to the Prince of Denmark,—

“Too much water hast thou, poor Ophelia!”

Gentlemen, seldom are we given a more favorable occasion to express our love and reverence for our alma mater. It is a curious thing, this bond which links a man to his college. To most of us it amounts to a feeling of indebtedness bound up in a deep sense of love, but however that may be, the fact remains that love, and loyalty and reverence remain with us.

You will recall an axiom laid down by Carlyle in the early 40’s that

“The history of the world is the  
history of its great men.”

To paraphrase Bernard Shaw’s remarks on religion, there is only one Haverford, but there are a thousand

versions of it, and whatever picture you may call up before your mind's eye this evening, I think you will agree with me that there are certain men who will remain dominant in our vision, as we call our dear college up before our minds.

First of all, let me throw a picture on the screen which you will all dearly love, and I will ask you to hark back to the Haverford days, my Haverford days of the late 90's. You will agree with me that the men who lived with us, and worked with us there, were, after all, the men who made us what we are now, men who, in that critical formative period, if I may use that expression, showed us the way, gave us the inspiration, and taught us to dream dreams.

First of all, let me mention Albion's Son, he whom we met early in the Freshman year, and whom we all learned to love so dearly. A gentleman and a scholar, courteous and generous in the classroom and on the cricket field, and as I look back, the most eminently fair man for whom I ever wrote an examination paper.

Then another picture: Founders' bell is ringing; a well-known character is seen walking up the maple drive round past the end of Barclay, with a large pile of books under his arm, and ever as he goes, he swings a cane, round, and round, and round. Gentlemen, these are the men who gave Haverford its inspiration and its dreams. Let us forget for the time being the actual acquirements, and as you look back over ten, twenty or thirty years, as the case may be, the actual acquirements dwindle to nothing, but the ideal remains in the men who taught us to dream dreams.

Will you ever forget, those of you who were at Haver-

ford in my time, the man who first taught us the resonance of our English speech, he, who, to our adolescent minds, opened the vista which made it possible for us to go on with an ideal which we had never known before.

Do you recall the time when "in high astounding phrase" he showed us the mighty resonance of it; do you recall the time, when speaking of the Latin hymn of the church, he stamped up and down before the lecture desk, and recited

Mihi est propositum in taberna mori;  
vinum sit appositum sitienti ori.

Perhaps we never quite understood the beauty and the ideal of mysticism until we came to Haverford and enjoyed listening to that man, who, on meeting days, was given to speak to us, who came of stern New England soil, but whose subtle influence and forceful character we felt through Haverford life, and we will never forget our debt of gratitude to him.

By a curious trick of the memory, there is one verse of which we were always fond, and which for some reason lingers in our minds, and when I repeat it, you will all have no trouble in recalling that dear professor:

The firefly is brilliant, but he hasn't any mind,  
He stumbles through existence with his headlight on behind.  
The measuring worm is different. When he goes out for pelf,  
He reaches out as far as he can, and then he humps himself.

We are gathered here to-night to do honor to the man who is the leading spirit of it all. Those of recent years will recall the dread summons to the President's office,—an awful ordeal hanging over our heads,—worse, almost,

than making a speech at the alumni dinner, and yet, "when he spoke, and gently smiled, you were in Paradise the while."

It was at Haverford that we saw the vision, and as young men, learned to dream dreams, and it is doubtful if we could have conceived of a more perfect place than Haverford was at that time. Our minds turn back to this dear man, this great teacher. We have a debt we can never repay, and faltering words can never express our feeling, and yet, as Emerson wrote, these men were to us,

Olympian bards who sung  
Divine ideas below,  
Which always find us young,  
And always keep us so.

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## SPEECH MADE ON PRESENTING THE BOOKS TO PRESIDENT SHARPLESS.

BY WILLIAM DRAPER LEWIS, '88.

Self-examination is a practice enjoined by the wise. What is true of the individual is true also of bodies corporate, especially colleges. There are no outsiders here to-night. One and all we are loyal sons of Haverford, proud of our Alma Mater, of the things she stands for, and that we are her children.

This occasion, which is the last general gathering of the alumni before the day next May which will mark the twenty-fifth anniversary of the inauguration of President Sharpless, is a fitting occasion to pause for a moment

and ask ourselves what the quarter century has held for the college of growth, and of service.

My only qualification for this task comes from the accident that, being a member of the Class of Eighty-eight, I knew as an undergraduate the College as it was immediately prior to Isaac Sharpless's election as President. Ours was the first class to pass its senior year under his administration. Haverford as we of Eighty-eight knew it, was a good college. The ideal of the founders to "give a guarded education in the higher branches of learning, combining the requisite literary instruction with a religious care over the morals and manners of the student," was sought by methods wisely adapted to the then existing conditions. The devotion of such men as President Gummere, the educational work of the Chases, had borne fruit. The College had worthy traditions; the social conditions were sound. From an educational point of view it was one of the many small colleges with which our country abounds; doing good work; but inadequately equipped, manned and endowed, with educational standards leaving something to be desired. To say less in praise were unfair. To say more would be to break one of the best of our traditions—plain speaking of the exact truth.

The record of the past twenty-five years is one of which we all may be proud. It is the story of advancing scholastic standards; the working out of wise educational policies; of steady improvement in the personnel of the graduates, and of great material enrichment made possible by the devotion of the alumni and the increasing appreciation by the public of the value of the work performed by the College, and the importance to the community of the ideals for which it stands.



In 1887 the value of the buildings belonging to the College was about \$250,000. Its land was worth about \$400,000. To-day the value of the buildings is more than \$600,000, while the land may be estimated at \$2,000,000. Whitall Hall was erected in 'ninety-seven. 'Ninety-eight saw the enlargement of the Library and the completion of Lloyd Hall. In 1900 the alumni presented the Gymnasium. Roberts Hall was erected in 1901; the new Dining Hall in 1904; the Power House in 1906; the Haverford Union in 1909; while the year that has just closed witnessed the addition of an adequate stack-room for the Library Building, a Chemical Hall, and the completion and endowment of the Infirmary. I am aware that "stone walls do not a college make," but it is equally true that a good physical equipment is one of the essentials of a good educational institution. The fact that Haverford is now splendidly equipped in grounds and buildings, is not only an outward and visible sign of the devotion of its alumni, but also tangible evidence of the belief of those responsible for its management that "instruction in the higher branches of learning" is a serious task well worth being done thoroughly.

And there is further and even better evidence to the same effect. In 1887 the Library, including the Libraries of the two literary societies, contained only 16,721 volumes; to-day there are over 60,000. A Library of 60,000 is not a great Library, but it is what it was not in 1887, a reasonably adequate Library for the College.

Better, however, than good buildings, better even than a good Library, as evidence of the possibility of good work, is the attitude which the administration has taken towards the teaching force. A salary roll of nearly \$56,000



as compared with something less than \$24,000 in 1887, speaks eloquently of increased efficiency. Haverford has always had on her Faculty some men of distinguished scholarship. The difference between the College under this administration and in earlier times is that to-day a uniformly high average is maintained both in teaching ability and in scholarship. It will not be amiss here to repeat what has been said officially by the Carnegie foundation:

"That the policy of (Haverford) . . . is to concentrate its energies upon salaries rather than equipment and other expenses can be seen also from the following note appended by the College authorities to the answer returned to the inquiries of the Foundation: 'The expense of teaching is great; (1) because this is an expensive suburb of Philadelphia and rents and wages are high; (2) because we have very few men in lower grades, but professors teach lower as well as upper classes; (3) because we want men of human interests and character as well as scholarship, and the choice is limited; (4) because we mean to keep some men who would command higher salaries in the best Universities.'

"In the light of this announcement," the report continues, "it is not surprising that the Faculty of Haverford is of very high merit . . . Haverford College is . . . apparently entitled to the conspicuous credit of having placed above everything else a consideration of its teachers."

That Haverford is able to do well for her teaching force is due to the amount of her invested funds. In 1887 these yielded an income of only \$9,000. To-day they approach \$1,750,000, the income last year being over \$78,000.

If the facts recited are conclusive evidence that the College is prepared to do good work, is she doing it? What of the graduate? Is he on the average better edu-

cated? Is he a better man than the average product of Haverford's earlier days, the days before the policy of the present administration was inaugurated or had time to bear fruit? With a good deal of confidence I think we can give an affirmative answer. I at least can give you some direct evidence on the intellectual side. To the Law School of the University of Pennsylvania come students from a large number of colleges. If we take the records of the graduates of these colleges in the Law School, since 1906, we find that the average of the general averages of the students who come from Haverford and graduate at the Law School, is higher than that of any other college except Yale from which we have received and graduated in the period mentioned as many as nine students. Indeed the present record runs Yale, Haverford, Harvard. The general average of the graduates of all other colleges are lower on the list. In figures of this kind there is always a considerable element of chance, but I believe that the conclusion which we may draw from them, that Haverford gives as good an education as any other college in the country, is a sound conclusion.

I think we can also say that the Haverford undergraduate is getting more than intellectual training; that the influences brought to bear on him tend to straighten his character and make him a useful citizen. If any one here has any doubt of this assertion, let him take my place in the Law School of the University of Pennsylvania for a little time and compare the Haverford graduate with the graduates of other colleges, not merely intellectually, but as men. Or let him join in any movement in this city looking toward the betterment of civic conditions and he will soon learn that "Haverford influence" is more than a mere phrase.

We who are the products of the old Haverford—of the Haverford of the Eighties and beyond, even where we have followed with affection and interest the recent progress of the College, hardly realize the distance which the College has traveled as an institution of higher learning. Just as it is often hard for a man's boyhood friends to realize the position he holds in the community—for is he not the same Charlie, or Bill, or George of earlier days? So we, who knew and loved the old Haverford, have to rub our eyes to realize that to-day among the educators of the country—the experts who know—Haverford as a small college, is the model educational institution of the United States and that while she would never be what she is if it had not been for the struggles and the self-sacrifices of those who worked for her in those earlier times, nevertheless the great work, and the great advancement has come about in the last twenty-five years.

Again, while it is true that the work which has been done is the accumulated result of the self-sacrificing efforts of the Faculty, the Board of Managers, the alumni and generous friends, we all realize that these sacrifices would never have been made, and that the labor of the Faculty and the Board of Managers would have been performed in less effectual ways, had we not had during all those years at the head of Haverford a born leader of men; a man with manner direct and a character in which the most conspicuous qualities are genuineness and steadfastness—the ideal of every man in this room and of every other son of Haverford of what its President should be. Marshall said of Washington, "More than to any other individual and as much as to any one individual was possible, he has contributed to founding this wide-

spreading empire." So we may say of Isaac Sharpless: More than to any other individual, and as much as to any one individual is possible, we owe to him the Haverford of to-day.

To realize the truth of this assertion it is not necessary for us to be personally familiar either with President Sharpless or the College. All we need to do is to turn to the reports of the Board of Managers, and to his own reports to the board during this term of office. There we may read in his inaugural address his ideals for the College, and in his subsequent annual reports we have unfolded before us the progressive realization of the salient features of those ideals. When in the early nineties we read the President's reports and saw the rapid improvement in educational standards, the large increases in the amount spent on educational salaries, and this in the face of falling numbers and increasing financial difficulties, we gained at least a partial insight into the kind of man who had then recently come to the presidential chair, his courage and the courage he inspired in those about him. As we turn to the pages of the reports of more recent years it would require no effort of imagination to perceive the increasing hold which the College, under his leadership, was beginning on the alumni. From the erection of the Gymnasium in 1900 to the erection of the Infirmary in 1912, the story is always the same. In one report we find him indicating something "which it is very desirable that the College should have." The next report invariably shows that part at least of the necessary funds have been subscribed; the next, the triumphal completion of the building or special endowment. At first the projects may have taken for their completion

a little more than three years from the time of their first mention by the President; but in recent years the progress has usually been more rapid. He has only had to mention a need to have the need supplied. In the last annual report, he speaks of the necessity for more dormitory accommodations and suggests the extension of Lloyd Hall. I am ignorant of any steps which may or may not have been taken to carry out the suggestion. But even if I knew nothing of President Sharpless or of the temper of the Board of Managers and the alumni—had I merely read the annual reports for the last twelve years and were I of a sporting disposition, I should be willing to wager large sums and give considerable odds that the next annual report would show that the increased dormitory accommodations asked for were either *fait accompli* or at least in the future infinitive to be about to be.

President Sharpless, knowing these things of which I have spoken to be true, it is natural that we, the alumni, should desire to-night to give you some slight token of our appreciation of the work which you have done for the College. Therefore, we have determined, if you will be pleased to accept, to give you a nucleus at least of a Library of Colonial History, a desk, a chair and other necessary appurtenances for your study; hoping that in the pauses of your studies, your eyes may rest on objects which will cause you to think, not unkindly, now of one, and now of another of your friends, the donors.

I have spoken of your services for Haverford. May I say a word on another matter? Fortunate is the boy who in his student days comes in contact with men who make a permanent impression upon his point of view towards life and on his character. As to the elder Arnold, it is



given to some to make in this way a lasting impression on most of the students who come under their direction. You have been a teacher at Haverford since November, 1875. Since then thirty-seven classes have come and gone. I do not know whether you realize it; but there are very few of us who do not feel that we owe to you and the sympathetic understanding interest which you took in us, a broadening of our ideas of civic duty and the strengthening of the sense of personal responsibility. And so while the gift which we make to-night emphasizes, and properly, your work as a scholar, we here, the sons of Haverford, out in the world, fighting our own battles, struggling with our own temptations, want you to know that with this gift, goes not only our appreciation of what you have done for Haverford, but also our personal heartfelt gratitude for what you have given us in broadened vision, and in greater moral strength.

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SPEECH DELIVERED ON PRESENTING  
THE FISHING-TACKLE TO PRESI-  
DENT SHARPLESS.

BY DAVID J. REINHARDT, '89.

When I was asked to come here to say something this evening, I felt some hesitation about doing it. I had for many years past come to Haverford in the spring, along in June about commencement time, and had become a component part of that compact aggregation that always administered a defeat in baseball to '90, and I felt that this was a little out of my line. At the same time I feel



that the gentleman who asked me to be present here placed before me a great temptation. He said, "You may speak upon fishing, and we want you to tell us something about fishing. We are going to have presented to our President, books, and a desk, and we are going to *promise* him that we will present those things to him; but we want you to come up here and tell a fish story,"—and I promised I would do it, and if you will listen to what I have to say, you will see how nearly I have kept my promise, because a fish story has, as a rule, little or no veracity. Somebody once defined a fisherman in these words:

"He riseth up early in the morning  
He disturbeth the whole household,  
Mighty are his preparations,  
He goeth forth early in the day,  
He cometh home late at night,"

and then he winds up by saying,

"Once a fisherman, always a liar."

I am very glad, indeed, to be here to-night. That would be nearer true if I did not have to speak, but that is a fish story in a way. I deem it a special privilege to have been called on to say something about Haverford and President Sharpless.

The familiar faces about us, the true fellowship, the speeches, the songs and the noise, all tell us in unmistakable language that the spirit of Haverford is here with us to-night, and they bring back to us old memories, and we have been living over again some of those halcyon days that we spent in the dear old college.

We have heard much about the small college and the

position it occupies, or should occupy in educational matters. The greatest achievement which can be attained, by any educational institution, large or small, is the successful upbuilding of character and the bringing out of the young man all of good that is in him, the teaching and training which help him to make the most of himself. I well recollect an incident that happened while I was at college, which may in a way illustrate my meaning.

I had been trying to kick a football over the roof of old Founders' Hall; it was a familiar form of amusement, especially for such men as "Joe" Sharp and "Joe" Hilles, and as an humble member of a great college, I was doing my best to follow the shining example set by these men. The particular charm of this occupation was that few could kick the ball with force enough to carry it over the hall, and if your aim was bad, it generally resulted in smashing some of the windows in the front of the building. So much for the particular charm of it. The particular danger of it was that owing to the large number of windows that had already been broken, strict orders had been issued that no more footballs should be kicked over Founders'. To make the matter even more perilous, several of us had already been caught breaking this rule (and incidentally windows) on more than one occasion, and we had been told gently but firmly that breaking rules and windows must stop, or there might be an untimely end to our promising careers at Haverford.

It was early in the fall, and I know of no place in the world more beautiful than Haverford on a sunny afternoon when the shadows stretch across the campus to almost gigantic length. I was done with my work for

the day, and as I came along the walk, in front of Founders' Hall, there was a football right by the stairs, and with the memory of what Sharp and Hilles had done, fresh upon me, I fell from grace. I might possibly have had half a dozen kicks with considerable damage to the windows, when a classmate came toward me, and I turned to him and said, "I have kicked out three windows already without getting it over. Have you seen anything of 'Ike' around here lately?" and just as I said it, there appeared at my feet a shadow majestically moving past me from the rear, and I did not need to see six inches of that shadow to recognize it. I did not need X-rays; I did not need wireless telegraphy; I did not need even the look of speechless terror that came instantly over the face of my friend at my remark to inform me as to the moving cause of that shadow. It is said that, "Coming events cast their shadows before," and this event was no exception. That shadow was long; that shadow was thin; that shadow was narrow, and of gigantic size, but I was not deceived in the slightest. I knew too well the details of that shadow which were yet to come; that hat, that long neck; those shoulders, and arms and the long coat, all the component parts of that shadow were rapidly spread out before me, and then came the well-known voice of the President, and that voice! If there had been anything wanting on that occasion to create in me any new or additional sensations of paralyzing terror, if there were any emotions of fear, misery or suffering which up to that time I had not experienced, that voice, even, calm, slightly nasal in tone, amply supplied the deficiency.

"Reinhardt, I want to see thee at the office this evening at eight o'clock."

Thus the President spoke, and majestically passed on. I went over to Barclay Hall, feeling as we lawyers often say in describing the injuries received by a client in a railroad collision,—“sick, sore, lame and disordered.” And on the way over to the hall, everything seemed to be saying a long, fond farewell. Bad news travels rapidly, and all the fellows seemed to be worried over my predicament, and they tried to comfort and console me. But they soon gave it up for a bad job, and fell to speculating upon what might be in store for me. My friends, it is difficult for me to describe that situation.

In the words of the poet,

“There are things of which I may not speak,  
There are dreams that cannot die  
There are thoughts that make the strong heart weak;  
And bring a pallor into the cheek,  
A mist before the eye.”

And I had them all,—the thoughts, the weak heart, the pallor, yes, even the mist. Time went on, and as the hour approached, I was decidedly nervous. I went into that interview with fear and trembling, and I was never more surprised in my life than I was at what happened. It was so different from what I had expected; in fact it was wholly different from any other interview I had ever had with President Sharpless, and I had a great many of them.

And when I came away, I was filled with a vague, strange, newborn desire to help the President, with a kind of a feeling that I was a part of the college, that it would be a success or a failure, just as those of us who attended the college made it successful or a failure.

The President apparently took me into his confidence, showed me what he wanted to accomplish for those who were there; talked of *his* failures and *his* mistakes—I never dreamt he could make a mistake, he never did before he talked to me—he showed me what he thought should be the ideals of Haverford; the position of leadership its men should take among the colleges when they went out into the world; how they should stand for all that was highest and best in human endeavor; how it would help him to have it so; how he hoped we would be willing to help him to be successful as president; spoke of the influence for good which the college should exert,—called it the Haverford influence; spoke of the character of the fellows, how important it was that the foundation of that character be formed while in college,—called it the Haverford character; spoke of the opportunities which the college should offer to those who came to it,—called it the Haverford opportunity; spoke of the Haverford training, the Haverford spirit, the Haverford loyalty,—in short, the President tried to show me something of his aims, his hopes, his ideals for the future of Haverford, and as we were talking there together, somehow or other it seemed as if he had drawn away a veil, and allowed me a brief look into the future of the college as he hoped to make it. He sketched for me the outlines of that future, as an artist might have sketched on canvas the outlines of a picture he was about to paint—and that was twenty-five years ago, when he was just at the threshold of his career as a college president.

And during all those twenty-five years, he has been working to fill in the outlines of the painting, always toiling, striving, now rejoicing, now grieving, now blotting out



parts of the painting which did not please him; now painting them in again, each time bringing the task a little nearer completion, and we are all here to-night to tell him that we have been looking at that picture all through those twenty-five years; we are all here to-night, to tell him how much we admire, yes, love, the work which he has done and is doing. We are here to tell him that he has labored well, that he has accomplished much and that Haverford which so largely represents the spirit, and the faith and the ideals of her President, is one of the very best colleges in all the land. It stands out like some great beacon, spreading its light afar, and when things go wrong, when there seems to be so much that is disappointing or discouraging, when we come into contact with men whose lives have little in them to inspire us, whose ideals are not high, whose environment is largely material, in short, men who never had such opportunities for early training, as were afforded us, then unconsciously we turn in our minds to Haverford, and in the midst of the night in which we have been groping and stumbling we see from afar that pure clear flame steadfastly burning, driving away the darkness, showing us the way, by precept and by example, and we realize far more than we can express here to-night, how fortunate, aye, how blessed, we have been in having had in our lives and in our experience, Haverford College, and Isaac Sharpless.

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At this point a long table was brought into the banquet room, on which six varieties of fishing rods and appliances had been placed, for catching different kinds of fish at different sections of the country. When the presentation had been made, President Sharpless, much moved, spoke



of his appreciation of the gifts and his affection for the college, in words which were simply expressed and full of the emotion which he felt.

The evening closed with the singing of "Comrades." Everyone felt that this dinner was for several reasons the most satisfactory in the history of the Alumni Association. The officers and the dinner committee deserve hearty thanks for their efficient services.

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POEMS CELEBRATING THE COMPLETION OF  
PRESIDENT SHARPLESS'S  
TWENTY-FIFTH YEAR AS PRESIDENT OF  
HAVERFORD COLLEGE.\*

I.

The winter moon  
Floats out above the half-translucent fringe  
Of interlacing tree-tops. Look! for soon  
Her misty light  
Will shimmer on the silent fields and tinge  
The nearer slope with dreamy radiance bright,  
There where our fondest thoughts have flown to-night,  
Where Haverford's gray halls  
Rise dimly o'er the sparkling drifts of snow.  
Yet many a heartsome glow  
Breaks the expanse of else-too-sombre walls,  
For glad at work or glad at play  
The students of a newer day,  
Unconscious of the wistful wraiths of yore,  
Usurp the lamps, the rooms, the life  
Of laughing earnest, genial strife  
Which once was ours but may be ours no more.

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\* These poems, which we print entire, were submitted in competition. That by W. S. Hinchman, 1900, was selected for reading at the dinner. It was read between the speeches of W. W. Justice and W. D. Lewis.

## II.

But let not envy taint the cup  
Which every loyal hand lifts up,  
Full brimming, not with earthly wine  
But with a liquid more divine,  
The mellow draught of comradeship  
Which none will grudge the Quaker lip,  
As here we meet to sing the praise  
Of college and the good old days.  
'Tis well that hearts enjoy  
That age of gold without alloy  
Which once we knew in richest measure  
When play was rapture, toil a pleasure.  
We would not live the past again  
Save in our fancy; we are men.  
We ask but for a casual hour  
To count the hoard of memory's dower,  
Or drift like clouds in soft May weather  
Back to those sunny years together:—

Think of that chill September morn  
On which, by new sensations torn,  
We trudged along the concrete walk,  
Doubtful of heart and shy of talk,  
Heard first the bell of Founders' ring  
And wondered what the day would bring!  
That night we skimmed the soap-slide giddy  
Each swaying like a top-mast middy,  
Till down he slithered on the floor  
Tripping a dozen class-mates more.  
Then blanket-tossed, with senses reeling,  
We kicked the plaster from the ceiling,  
Or donned the gloves and strove to see  
If Jones could slug as wild as we.

Yet strange to say, though fresh and green,  
We soon fell in with the routine  
Of recitations, meals and study,  
Of football practice rough and muddy  
Or peaceful strolling 'mid the trees  
Where hard-worked brains were soon at ease.

But now a fateful hour approaches.  
Behold the flaunting Swarthmore coaches  
Swing out into the cinder track!  
Cheer loud the scarlet and the black;  
In answer to their student yell,  
Sing "Swarthmore hears her funeral knell."  
The whistle chirps, the ball ascends,  
Swift down the side-lines speed the ends.  
The half-back starts with eager bound,  
A tackler brings him to the ground.  
The teams line up, the fight's begun  
Which must ere dark be lost and won.

Each heart recalls a different game,  
But was the ending not the same?  
What matter if 'twas Haines who scored  
Or Lowry's name our voices roared?  
We all were victors when that night  
We circled round the bonfire bright.

Soon winter came in course of things  
And shook the feathers from his wings,  
Small fear, though, that his breath should chill  
The young blood on the coasting-hill,  
Or ours yet warmer, who beyond  
Slid swiftly o'er the frozen pond,  
As with some red-cheeked, soft-eyed lassie  
We spurned the surface black and glassy.  
Next Thursday on our way from meeting  
The Sophomores snow-balled us, retreating  
Before our gallant final charge.  
How luminous the days and large  
As now through memory's mist they shine!  
And yet the season most divine  
Lay still before us.

Can you hear  
The phantom sounds which greet my ear:—  
The muffled knocks, the mellow smack  
As Hinchman drives the leather back.

But doubtful are the odds of cricket,  
For crash! a yorker takes his wicket.  
Ah! the fair stretch of velvet green,  
With drooping boughs that form a screen  
Against the radiant azure sky  
Where strange cloud-galleons voyage by,  
While there before us on the grass  
The white forms of the players pass!  
What scenes can memory's art record  
More dear than these of Haverford?

## III.

Forgive, if we fondly have lingered  
Thought-poised in the flight of our song,  
While memories, musical-fingered,  
Beguiled our high purpose too long.  
Yet think not these echoes are ended  
Or drowned by the din of to-day,  
For deep in the hearts of us blended,  
Their memory murmurs for aye.

The friendships that early we cherished  
When words were with meaning at one—  
As mists of the morn have they perished  
In the truth-testing light of the sun?  
Ah no, but the springs of affection  
Have widened and grown to a stream  
That soothes us with sweet recollection  
And brightens the way with its gleam.

'Twas then in our happy May season  
We culled from the garden of books  
A store of the world's ripest reason  
And beauty that flowers in the nooks.  
Though no longer to sage or to poet  
We turn from the round of our task,  
They mould all our being, we know it;  
They are part of us under the mask.

For we found there the hope that assureth,  
The faith in an ultimate plan,  
And we saw that the life which endureth  
Is service of God and of man.  
'Twas Haverford's wisdom that taught us  
The simplest and noblest of creeds,  
Ah, might but the love that she brought us  
Shine clear in the light of our deeds!

## IV.

Youth is the season of ingratitude.  
When fortune with a queenly careless hand  
Scatters her gifts in fluttering swirls of bloom,  
Who stops to wonder whence they fall and how?  
Youth takes his blessings as a thing of course,  
The love of parents, playthings, daily bread,  
And many a pathway through the rugged world  
Made smooth for him by opportunity.  
We took and with such foresight as we had  
We used what college gave, and who will blame  
If at the time our thanks was faintly voiced?  
We could not feel the virtue that went out  
Into our brain and marrow, could not guess  
The energy of purpose that we drank.  
We could not tell the value of the stars  
By which we learned to steer. But now we know,  
And each man stands convicted here to-night  
Who does not feel his debt to Haverford.

To whom then do we owe this debt of honor,  
What men have made the college that made us?  
In this good city fourscore years ago  
The wise adherents of a peaceful creed  
Sought out a spot secluded from the din  
Of worldly traffic, where in rural calm  
Their young men might see visions pure and high  
Which like a cloud might lead them from the tents

Of Egypt, through the parching wilderness  
And all its perils, to the promised land.  
The college grew and played its honest part  
In Quaker thought and action, men of weight  
And learning left its halls, its name was fair.  
Yet was its field too narrow; there was need  
Through all the land for college-nurtured men,  
Men of all creeds and all professions, clean  
In life and high in purpose, in their hearts  
Like Cromwell's Ironsides, the fear of God.  
No more might college men be left to lead  
A life of cloistered virtue, self-secure.

But who could thus enlarge the influence  
Of Haverford, yet lose no tithe of good  
Fostered by old tradition strict and wise?  
As oft before, the need evoked the man:  
A man of native strength and single aim.  
With steadiness unhurried but unchecked  
He brought the life of Haverford in touch  
With larger issues, made its name a force  
For honesty in business and in state,  
Gave wider meaning to the Quaker creed,  
Welcoming freely all who came to take  
What Haverford could give. Beneath his rule  
Great teachers gathered to the quiet place,  
Men of world reputation, yet humane  
And patient with each seeker after truth.  
In happy time a loyal college pride  
Striking deep root, spread outward near and far,—  
A spirit not content with frantic shouts  
Along the raving side-line, but prepared  
To furnish men whom Haverford might own,  
To give of time and substance to the things  
For which her teaching stood, and to be glad  
For all that each might do to grace her name.



## V.

To thee, O Haverford,  
We give our thanks in heart-o'erflowing measure  
For those four years well spent  
In vigorous health and full content,  
For memories of unforgotten pleasure  
In rich profusion stored.

Thou gavest liberal learning  
And the deep love of intellectual beauty,  
And keen aggressive power  
To meet the questions of the hour  
And solve them by the steady light of duty  
Still in the conscience burning.

Not for the hour's applause  
Thou teachest us our span of life to barter,  
Thou bidd'st us rather stand  
A faithful truth-devoted band,  
Firm in the spirit of the old-time martyr  
To the eternal laws.

To thee, O President,  
For five and twenty years our honored leader,  
No less our voices raise  
A song-wreathed monument of praise,  
Thou to our budding youth like some tall cedar  
Hast shade and shelter lent.

Simple and just and true  
As he who freed the slaves and ruled the nation,  
Honor unsought, yet won  
By a great life-work nobly done,  
We give to thee in grateful admiration  
As faithful sons should do.

Father art thou and friend,  
For both thy thousand sons have always found thee.  
Though harvests come and go,  
The seed which thou hast sown shall grow  
Within the earnest hearts of these around thee,  
In them and theirs, for ages without end.

CHARLES WHARTON STORK, '02.

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I.

Who is this that stands before you, quiet,  
And wins these thunderous cheers, this tumult and this riot  
Of welcome and applause?  
Adorned but in simplicity,  
Uncrowned save by sincerity,  
How is it that he draws  
From every throat that rapturous cheer,  
Echoing and re-echoing clear  
For him as for no other here?  
As captain of your cause  
What deathless name is his in Honor's roll,  
That prompts the praise ye sing,  
And makes your voices vibrant with the truer, deeper ring  
Of harmonies imprisoned in the soul?  
Does the truth that never dies  
Name his prophet, saint or king,  
That such light around him lies  
To set love's lamp ablaze and bring  
Its glow into your eyes?

II.

We cannot answer, for no single name  
We know, wherewith to compass every claim  
He has to love and honor at our hands.  
For five and twenty years,  
This calm-eyed man who now before us stands,

Hath been our Alma Mater's truest lover,  
Had faith in her 'mid fears,  
Planned, dreamed and hoped and prayed for her,  
In all her needs found aid for her,  
And set naught else above her  
In human service; put at her command  
The best he had to give,  
And steadfastly did live  
That she might ever stand  
A gracious inn beside the way of life,  
Where all who pass may stay  
Awhile to gird them better for the strife,  
Finding wise work and play,  
And sleep in chambers windowed toward the east,  
Wherein some morn, ere scarce the night has ceased,  
The sun of truth may flash a beam, and place  
His fingers gently on the sleeper's face,  
Bid him awake, with unsealed eyes to see  
A wondrous world; and set him free  
To mount from what he is to what he longs to be.

## III.

We cannot answer; yet a single name  
A whisper from the years would seem to frame—  
A whisper from those five and twenty years,  
Which know how humbly wise,  
In unpretentious guise,  
He moved among us all as with his peers;  
Saw not our follies save with tolerant eyes,  
That would not let them hide our better parts,  
And with a kindly wisdom, often lit  
By flashes of a kindly wit,  
Gave cheer and warmed our hearts—  
A whisper from those years, which know  
Our lowland paths he did not scorn,  
Yet trod the way below  
As one who would not let  
Himself or us forget

The truth which silent recognition seeks,  
That tho' we walk the valley, we are born  
To tread in spirit mountain peaks.  
And from beyond that golden sunset door,  
Which now has closed behind them, opening nevermore,  
Those five and twenty years would seem to send  
A whisper that should make us comprehend  
It is himself that he has freely proffered,  
Then, grateful, take the gift that he has offered,  
And know him by no lower name than friend.

## IV.

Aye! call him friend! Be that the name forever  
Of all, whose faith and hope and love are ever  
Near us, not with trumpet blare and shout,  
But humbly passing in and out,  
With tireless feet, that know not day nor night,  
To serve and fill our deeper need,  
Giving their oil of life to feed  
The sacrificial flame, that by its rarer light,  
Each helmsman may discern to guide aright  
The goodly ship wherein we each must sail,  
In hope that we may some day safely hale,  
Though billow-tossed and tempest-blown,  
To that exalted sea, where we shall feel  
A fairer breeze than we have ever known  
Across the waters steal,  
With such sweet tidings from the unknown shore  
That we can hesitate no more,  
But break out all our sails, self's fetters part  
That furred them, to our pity!  
And sail, with Galahad the pure in heart,  
Unto the Sacred City.

EDWARD W. EVANS, '02.

A quarter century has passed  
Since first you took command,  
With eye unerring forward cast  
To guide unerring hand;  
With faith that cheered us to abide  
What ends we could not see;  
With modesty that tempered pride  
By sense of what should be.

While others won a tinsel prize  
In barter for their soul,  
You walked with more discerning eyes  
And saved your ethics whole;  
Enough for you enduring things,  
Enough for Quaker youth,  
The creed that in your whole life rings,—  
Simplicity and truth.

Amid the din of man's unrest,  
His noxious haste for show,  
You saw the best and chose the best,  
And, knowing you, we know  
That what we do of lasting worth  
Must spring from spirits clear,  
Calm midst the turmoil of this earth,  
From panic free and fear.

Deliberate, yet swift to act;  
Certain of your own plan,  
Yet listening with the simple tact  
That grants the other man;—  
Oh, if at times you seemed austere,  
We knew the worth of it;  
And to our hearts your speech was dear,  
Shot through with homespun wit.

For, as you lived with us and worked,  
Your ways informed our ways,  
Your wisdom in our wisdom lurked,—  
'Twas you that won our bays!

And when within us clangs discord  
And grey skies dim the blue,  
Our minds run back to Haverford,—  
And Haverford is you.

WALTER S. HINCHMAN, '00.

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The President of the Association read the following letters, testifying to the scholarship and the sportsmanship of him to whom we extended our greetings:

STATE OF NEW JERSEY  
EXECUTIVE  
DEPARTMENT

January 22, 1913.

MY DEAR MR. STOKES:

Having learned that the Alumni of Haverford are preparing to express in some form to President Sharpless their appreciation of his many services to the College during the twenty-five years of his Presidency, just completed, I avail myself of the opportunity of joining them in extending to him the most heartfelt congratulations. It is always a pleasure to pay tribute to the work of Haverford College, and that work during the last twenty-five years has seemed to those of us who have looked on to be in no small part an expression of the character and gifts of President Sharpless. I want to express my own personal admiration for him and to congratulate the College that these twenty-five years have been distinguished by the leadership of a man of such character and attainments. It is a very happy lot to have so succeeded, and I wish that I might be present with the Alumni of the College and express my feeling to President Sharpless in person.

Cordially and sincerely yours,

[Signed]      WOODROW WILSON.

MR. J. STODDELL STOKES, Philadelphia, Pa.



THE OUTLOOK  
287 FOURTH AVENUE  
NEW YORK

OFFICE OF  
THEODORE ROOSEVELT

January 17, 1913.

MY DEAR MR. STOKES:

Through my friend Dean Lewis I wish to send, for you to read, a letter of congratulation to Haverford upon the fact that Isaac Sharpless has been its President for nearly a quarter of a century. My own knowledge of President Sharpless's work has been largely through his writings on Pennsylvania Colonial History, in which he has made himself the foremost authority. But I know also that it is largely through President Sharpless's efforts that Haverford College has attained the high place it now holds among educators. He has not only elevated the educational standards of the College, but has, by sheer force of character and conviction, markedly influenced the students under him, and has been a force for good citizenship in the whole community, because of the interest he has taken in all public questions and because of his independence and keen sense of public obligation. Furthermore he particularly appeals to me because he is emphatically a sportsman-scholar, who loves the life of the wilderness, the life of the woods and the streams. I am not a fisherman myself, but I wish I could be present to see him presented with that set of fishing tackle. With all good wishes,

Believe me, sincerely yours,

[Signed] THEODORE ROOSEVELT.

MR. J. STODGELL STOKES, Haverford College.

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ALBERT K. SMILEY.

MARCH 17, 1828. DECEMBER 2, 1912.

It might not be safe to undertake to say who is the most distinguished of Haverford's graduates, but it is quite safe to say that there have been three men who have

been the most distinguished members of the Society of Friends during the past half century. Undoubtedly these have been John Bright, John G. Whittier and Albert K. Smiley. They have given luster and fame to the body and have caused multitudes of intelligent and noble men and women to take an interest in it and its ideals who otherwise would only have known of it in a small way as an historic fact and as the embodiment of marked peculiarities. To the class practically interested in secondary education, Albert K. Smiley achieved distinction as one who conducted a boarding school so successfully as to obtain therefrom the foundation of a splendid fortune; to those interested in the entertainment of cultivated people he became famous as the founder and developer of a hotel and summer resort that achieved a position that was unique and a success without a parallel in America, under moral and religious conditions which he himself imposed and which many of the best experience considered impossible; to the philanthropist he was famous as the demander of justice for the oppressed and a helper of the backward and the dependent to higher and better conditions of life; and to the statesman who has to do with government, and to the lovers of mankind who desire to see peace and righteousness exalting the nations he was the great inspirer and leader in matters of transcendent importance and the developer of a public opinion that in the last analysis determines what the nations shall be and shall do.

His experience as a teacher began at Haverford and continued there for four years after his graduation with his twin brother Alfred, in 1849, and was increased at Oak Grove in Maine and at Providence, Rhode Island,

where for over twenty years his work was so successful. His experience as a manager of institutions of higher learning was extensive as a trustee of Bryn Mawr College, named on the original board by the founder and continued until his death, as a trustee of Brown University and a manager of the New York State Normal College at New Paltz. His hotel at Lake Mohonk was founded upon Quaker principles and run on Quaker ideals and it achieved a success that was phenomenal. Here upon the rugged Shawangunk Mountains, as at his winter home known as Smiley Heights, at Redlands, California, he developed natural beauties with the skill of an engineer and the arts of the landscape gardener and the horticulturist until each, in its way, became famous, almost without a rival.

Great as were these various achievements, Albert K. Smiley's true distinction came from his work in higher fields. In 1879 he was appointed a United States Indian Commissioner. For the discussion of the various phases of the Indian problem, he invited some two hundred men and women, among the best informed on and most interested in Indian affairs, to meet at Lake Mohonk and for three days to discuss those problems with entire leisure and the utmost thoroughness. After the Spanish War the peoples of the Philippines, Porto Rico and the Hawaiian Islands were included in these deliberations. These conferences have been held annually with three or four hundred in attendance, among whom there have been members of both houses of the Congress, ex-presidents, prominent church officials, officers of the army and interested citizens of all sections of the country. It has been said that practically all the national legislation for the improvement of the condition of the Indians has followed within

one or two years the conclusions of the Mohonk Conference.

In 1894 he established another conference at Lake Mohonk, more far-reaching in its influence. It was to consider the subject of arbitration for the settlement of international disputes. This conference has since continued and has been attended by men and women of the highest distinction from all parts of this country, from many countries of Europe and from China and Japan. In the organization of the conference, boards of trade and other commercial bodies have been included. The conclusions of these conferences have had an important influence in creating the public opinion that has led to the making of many arbitration treaties between the United States and other countries, while they have had much to do with forming the plans and determining the scope of The Hague Tribunal. The importance of the results of these conferences cannot be overestimated and it is most gratifying to know that arrangements have been made for continuing both of them. The entertainment of four hundred or more attenders of these annual conferences as the personal guests of Albert Smiley was a splendid example of a princely hospitality.

In these conferences for the good of nations and the uplifting of humanity, Albert K. Smiley in the simplest and most charming manner, frequently made it known that they only embodied the ideals and the principles of the Society of Friends.

Albert K. Smiley exerted a powerful influence for good and in his death the world has lost a great personality.

JAMES WOOD.

## FOOTBALL AT HAVERFORD.

A speaker at the alumni dinner included in the happy events of the past year the fact that the football season was at an end. The one fact that has most impressed itself on the minds of the alumni is that we had a disastrous season—ours was not a winning team. Probably in a large number of cases this is the only fact, as regards our football, that has made an impression this year. Comparisons were made with scores of other seasons and the conclusions drawn were not encouraging. In the general dismay it may have been overlooked that while the team was light and green, the coach new and unacquainted with the players, yet a larger squad than ever before was on the field and that in pursuance of the athletic scheme practically every student was out getting some form of exercise. All of these details are apt to be absorbed in the alumni mind by the one idea of defeat, and this is apt to show itself in a loss of interest or of outward enthusiasm, at least, in a lack of attendance at games.

But put out a winning team and enthusiasm is at once manifested both with the undergraduate and the alumnus. Here again details are overlooked in the face of the larger idea—a bully team!

Now if this is so in the minds of a loyal alumnus, how much more striking is it in the minds of outsiders who do not appreciate the basis on which we work!

It has been said that a winning football team is the best advertisement a college can have—advertisement here used merely in the sense of publicity and the general public. In the fall the different colleges are talked of more



than at any other time of the year and the college with a winning team stands out prominently. Especially does a winning team throw the small college into prominence and while the athletic policies and methods (of our institution) may, or may not, be generally understood, yet they are of secondary consideration to the fact that said college has a winning team and is on the map.

I have been asked where Haverford is and have also explained that besides Haverford School there is Haverford College.

I do not remember having been asked where or what Swarthmore is.

Without doubt, the majority of the Haverford alumni approve, as I do, of our athletic policy; also, I believe that, coming as a result of this policy they would approve of a winning team. The problem then is to combine the two.

From the advertising standpoint the more victories we can gain over teams representing the better known institutions, the more publicity shall we get. The better known institutions are of course the larger colleges and universities. The more of these we get on our schedule the better it looks on paper but the harder it is on the players; so hard that it takes a large amount of pleasure out of the season and reduces the percentage of possible victories. The other extreme is to play small and comparatively unknown institutions. We have been trying to schedule the best known colleges that we can play with a fair chance of victory—colleges of about our own class as to size.

Our players to-day are of about the same age and weight



as they have ever been and in addition we have a few more to choose from. In comparing the 1912 team with the previous seventeen teams, going back to 1895, using hastily gathered statistics, I find that it is about the average weight per man, though a fraction of a year less than the average in age.

An increase in the number of students will (of course) give a larger squad from which to choose a representative eleven;—a larger squad thus answers to the college policy which encourages a general participation in athletics.

Every alumnus can, therefore, help make a winning team, and at the same time conscientiously support the natural desire and right of the college to grow, by using every legitimate means at his command to interest school-boys, and their parents, in Haverford.

H. NORMAN THORN.

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## UNDERGRADUATE ACTIVITIES.

### SCHOLASTIC—ATHLETIC—SOCIAL.

Despite the frequent assertion of college and non-college men that our undergraduate days are a *four years' loaf*, there is ample opportunity for a Haverford undergraduate to disprove the statement. The mid-year exams disclosed some interesting facts in regard to the scholastic attainment of the various classes. The two lower classes have the highest individual marks, but the Seniors and Juniors lead in class standing. Fourteen

Seniors of a class of thirty-four have a standing above 86 per cent, with three above 90 per cent. Of these fourteen there are three men admitted from Friends' colleges for their Senior year. Seven of these eleven have had over 85 per cent for their college course, and the remaining four have come up from lower standing, perhaps due to the greater possibility for specialization in Junior and Senior years. It is also noticeable that the holders of Corporation Scholarships usually retain them throughout the four years, and after graduation are likely to turn to graduate work and teaching. Haverford ranks in the government classification as a college of the first class. Three of her graduates in the last three years have won Rhodes Scholarships. So far so good. Yet we cannot deny that there is a considerable body of men, especially in the lower classes, who hover around the danger line. There seems to be an idea that it makes little difference if half a class loaf for Freshman and Sophomore years provided they get 65 per cent for the rest of their course. The college is doing everything possible to correct this idea, but there are many men who need to learn not to be too easily satisfied, who need to cut out unsystematic loafing because they are shirking their responsibility in other activities as well as scholastic. If this occurs in the two upper classes it is usually due to one of two causes: (1) Indifference; (2) The overwork which a college body places upon a capable man. We believe there should be a restriction upon the number of class and college offices an upper-classman can hold—that it would conduce to greater individual scholastic and managerial ability.

## II

The winter season in Athletics has been satisfactory. The new Soccer Field back of Walton Field will not be ready for use until next winter, yet its introduction will mean an even greater growth in the game which is rapidly becoming Haverford's major sport. Since December 1st there have been four teams practicing at least twice a week—three of these have had scheduled games with outside clubs nearly every Saturday, with results in the main, favorable. We append the Intercollegiate schedule, with scores:

Date	Place
March 15..Yale.....	At home....(To be forfeited by Yale or postponed.)
March 22..Columbia....	Away.....3-2. (Won by Haverford.)
March 29..Pennsylvania..	Away.....2-1. (Won by Haverford.)
April 5....Harvard.....	Away.....2-4. (Won by Harvard.)
April 11....Cornell.....	At home....6-1. (Won by Haverford.)

In Gymnasium we have been strongest in the rings, tumbling, and club-swinging. The results of the meets are as follows:

Haverford 28.	Columbia 26.
Haverford 24.	Pennsylvania 30.
Haverford 20.	Amherst 34.

In the Intercollegiates held at Princeton, Haverford did not score.

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Track prospects are better than usual. Last year's record-breakers, Thomas, Froelicher and Porter, are still in college and may even lower their own marks. There is also promising new material in the Freshman class.

Of last year's Cricket team eight of the best men have left and it will be difficult to replace them by players of the same caliber. The new material as yet is a somewhat uncertain quantity. The team will be good, but somewhat inexperienced. There will undoubtedly be baseball between the halls, and a Freshman baseball team as usual, but there will not be a Haverford College Baseball Team this year. We cannot as a college afford the loss of athletic prestige which a third rate team would cause. There is not at present enough material to turn out both a first class cricket team and even a second class baseball team.

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There is a widespread feeling of discontent in the college because there are but four tennis courts for the students and faculty. There should be at least ten to accommodate the players. The Tennis Association is now a part of the regular College A. A. and as such receives over \$200 a year. It costs about three hundred dollars to build a court. Even if this department has to help out other departments, we believe that there should be enough interest among the players to control as much of this appropriation as possible and to add enough to make up the amount necessary to build one court a year for several years. The Tennis Team is a College Team and it cannot be first class without first class courts.

### III

The Cap and Bells Club gave its annual play on Junior Day, Friday, April 18th. It had selected this year, Oscar Wilde's "The Importance of Being Earnest."

The Glee and Mandolin Clubs gave a joint concert with Lehigh at the New Century Drawing Rooms, Philadelphia, on March 29th, and followed it with several small concerts in the vicinity of Philadelphia.

The Y. M. C. A. is flourishing with a large membership and a good average attendance at the meetings. With the assistance of the Civics Club it is carrying on social and religious work at Preston and Coopertown, and more purely social work in instructing Italians in English. The Italian work was begun last year; at present about one hundred Italians receive lessons in English from several of the students at the college.

We have not mentioned the work of *The Haverfordian* and *The Weekly* because every alumnus should subscribe to them. Nor have we mentioned The Union. Yet we believe that when a college of one hundred and fifty undergraduates can successfully maintain these various activities, there are very few of us who get through college on a real "four years' loaf."

J. M. BEATTY, JR., '13.



# HAVERFORD COLLEGE BULLETIN

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## Athletic Number

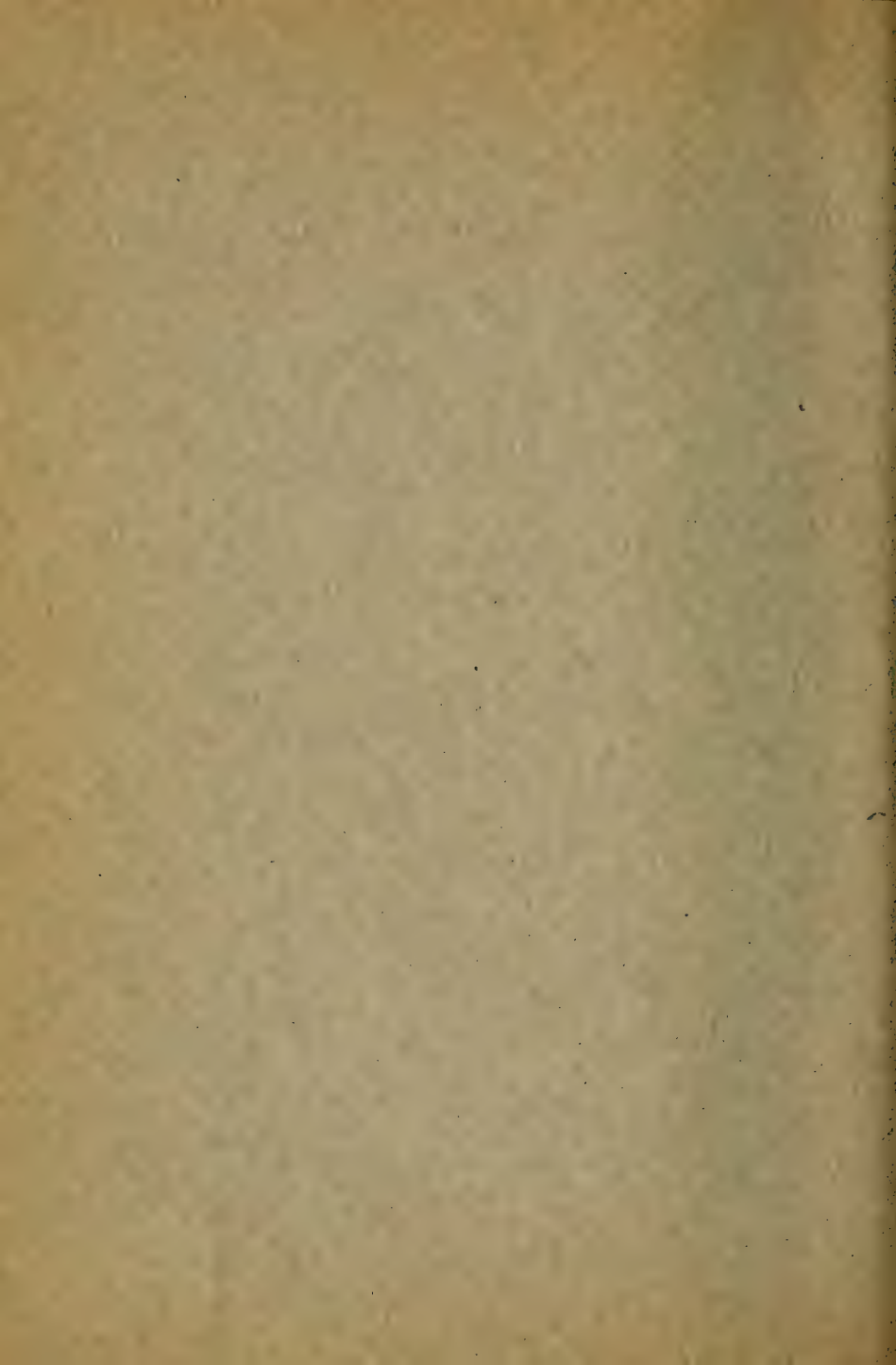
1912-1913



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# Haverford College Athletics



1912-1913



*Edited in the interest of  
Haverford Athletics by*

JAMES A. BABBITT, M. D.

*Director of the  
Physical Department*

Press of  
THE JOHN C. WINSTON CO.  
1006-1016 Arch Street,  
Philadelphia, Pa.

## PREFACE

The efficient operation of the new infirmary, the advance of the comprehensive plans for the general athletic fields, with the gift of the Grand Stand by Mr. Horace Smith, and the advancement in track and gymnasium team work, mark the year 1913 as an epoch in the general physical department. All these indicate a healthy co-operation of the students, and a positive dignity in our general athletic position. We acknowledge with sincere appreciation the generosity and assistance of those who have made these things possible.

HAVERFORD COLLEGE, June 10, 1913.

## Haverford College

### Department of Physical Education

ISAAC SHARPLESS, Sc.D., LL.D., L.H.D.,  
President.

JAMES A. BABBITT, A.M., M.D.,  
Professor of Hygiene and Physical Education.

JOHN KEOGH,  
Instructor of Football and Athletic Teams.

GEORGE BENNETT,  
Coach of Cricket Teams.

EDWARD KRAUSS,  
Coach of Gymnasium Teams.

FRANCIS JAMES,  
Coach of Soccer Teams.

## Athletic Cabinet 1912-13

J. TATNALL, *President*

P. C. GIFFORD, *Secretary*

W. C. LONGSTRETH

L. V. H. THOMAS

N. F. HALL

H. W. TAYLOR

L. R. THOMAS

E. R. RICE

F. M. FROELICHER

D. B. VAN HOLLEN

Dr. JAMES A. BABBITT, *Chairman ex-officio*

## Athletic Association

W. C. LONGSTRETH, '13—*President*

D. B. VAN HOLLEN, '15—*Secretary*



## Joint Committee on Athletics 1912-13

### Alumni Members

J. W. SHARP, *Chairman*

HENRY COPE

W. C. LOWRY

DR. T. F. BRANSON

CHAS. J. RHOADS

J. H. SCATTERGOOD

A. M. COLLINS

DR. F. B. JACOBS

A. C. MAULE

DR. F. C. SHARPLESS

H. S. DRINKER

C. C. MORRIS

H. N. THORN

### Faculty Members

PRESIDENT ISAAC SHARPLESS

DR. JAMES A. BABBITT

### Undergraduate Members

F. M. FROELICHER, '13

L. R. THOMAS, '13

C. H. CROSMAN, '13

J. TATNALL, '13

P. C. GIFFORD, '13

J. V. VAN SICKLE, '13

H. V. NICHOLSON, '13

W. S. CROWDER, '13

J. K. GARRIGUES, '14

## Constitution of Haverford College Athletic Association

### *Name.*

ARTICLE 1. This Association shall be known as the Haverford College Athletic Association.

### *Members.*

ARTICLE 2. All undergraduates are eligible as Active Members, and all graduates, ex-students and members of the Faculty of Haverford College are eligible as Associate Members of this Association.

### *Departments.*

ARTICLE 3. This Association shall consist of six departments, namely, Cricket, Football, Soccer, Gymnasium, Track and Tennis.

### *Department Officers.*

ARTICLE 4. Section 1. The Active Members of this Association shall, not later than the close of each collegiate year, elect the following officers for each department:

(a) Cricket: There shall be a Manager, two Assistant Managers and a Ground Committee consisting of one Senior and two Juniors, who will serve in conjunction with the Captain and the Manager in choosing teams to represent the college in this sport.

(b) Football: There shall be a Manager, two Assistant Managers, four sub-Assistant Managers, a Cheerleader and two Assistant Cheerleaders in this department.

(c) Soccer: There shall be a Manager, two Assistant Managers, and a Ground Committee consisting of two Seniors and two Juniors, who will serve in conjunction with the Captain in choosing teams to represent the college in this sport.

(d) Gymnasium: There shall be a Manager and an Assistant Manager in this department.

(e) Track: There shall be a Manager and two Assistant Managers in this department.

(f) Tennis: There shall be a Manager and two Assistant Managers in this department.

*Captains.*

Section 2. The regular members of each team, as selected by the committee in charge of awarding the "H", shall, not later than the close of each collegiate year, elect a captain for the ensuing year.

*Association Officers.*

Section 3. The Active Members of this Association shall, not later than at the close of each collegiate year, elect the following officers of the Association:

First—A President who shall be a Senior.

Second—A Secretary, who shall be a Sophomore.

*Joint Committee on Athletics.*

ARTICLE 5. There shall be a Joint Committee on Athletics which shall consist of thirteen Alumni members, appointed by the Alumni Association, two Faculty members, and the captains and managers of the different athletic departments of this Association.

Section 1. This Joint Committee shall have the final decision in all important athletic matters which may arise in connection with the college.

Section 2. This Joint Committee shall elect a Treasurer for the Association.

*Department Expenses.*

ARTICLE 6. The Manager of each department shall confer with the Treasurer of the Association on all financial questions connected with his department.

*Treasurer.*

ARTICLE 7. The Treasurer shall receive and be the custodian of all funds belonging to the Association, and shall disburse the same according to his best judgment. He shall publish an annual report in some undergraduate publication, fully itemized, and showing the exact expenses of each department. His accounts should be audited annually, by an expert appointed by the joint committee. He shall see that donations for special uses are so expended.

*Dues.*

ARTICLE 8. The annual dues of all Active Members shall be eight dollars (\$8.00). The annual dues of Associate Members shall be five dollars (\$5.00).

Section 1. Taking \$8.00 as a basis, the dues shall be divided between the different departments as follows: (a) Cricket, \$1.50; (b) Football, \$2.00; (c) Soccer, \$1.50; (d) Gymnasium, \$1.00; (e) Track, \$1.00; (f) Tennis, \$1.00

*Special Meetings.*

ARTICLE 9. The President or the Manager of any department may call a meeting of the Association at any time.

*Nominating Committee.*

ARTICLE 10. There shall be a Nominating Committee composed of three Seniors, two Juniors, and one Sophomore. All the officers of this Association, except the Treasurer, shall be nominated by this committee. Any additional nominations shall be posted at the signed request of ten members.

*Admission to Events.*

ARTICLE 11. Every Associate Member of the Association, in good standing, shall receive a card admitting him to all home athletic contests.

*Amendments and By-Laws.*

ARTICLE 12. The Joint Committee shall make such further Rules and Regulations as may seem necessary, from time to time, but these articles shall not be amended except by two-thirds vote of the Active Members, after a week's notice.

## Regulations for Awarding Insignia, Haverford College

### I.

All committees for awarding college emblems shall be held responsible to the Athletic Association.

### II.

The Varsity H for all branches of athletics shall be of a uniform shape, and either of two sizes. The H shall conform to the one of the two standard patterns which shall be kept by the Athletic Association.

### III. FOOTBALL.

The football sweater shall be black, coat or V neck, the coat sweater shall have a small black H, and the V neck shall have a large straight H.

The football jersey shall be black with striped sleeves, a scarlet neck and a scarlet waistband, with a scarlet H. The stripes, which shall be two inches wide, shall be alternate scarlet and black.

Men not holders of a football H shall not wear any part of the uniform except on the football field.

The football H shall be awarded each year by the captain, manager, and coach of the football department. No more than twelve "H's" shall be awarded in any one year, and these shall be awarded to the most deserving men.

### IV. CRICKET.

The cricket colors shall consist of the cricket sweater, the scarlet and black blazer and cap, and scarlet and black sash. The cricket sweater shall be a white V neck sweater with a scarlet stripe and a black stripe on the skirt and wrists. The stripes shall be  $\frac{1}{2}$  in. wide and  $\frac{3}{8}$  in. apart; the scarlet stripe shall be on the bottom of the skirt and wrists. The sweater shall have on the breast a scarlet 'varsity block H.

The cricket colors shall be awarded each year by the Ground Committee of the cricket department to the most deserving players and shall be limited to eleven in number.

#### V. TRACK.

The track uniform shall consist of a white sleeveless jersey and white running trousers, with scarlet and black  $\frac{1}{2}$  in. stripes down the sides and with a scarlet and black waistband.

The track Varsity sweater shall be a plain scarlet sweater, and the track H shall be a black Varsity H on the sweater and a small black Varsity H on the jersey.

The track H shall be awarded each year by the captain, manager, and a director of the Track Department at their discretion. The following men only shall be eligible for consideration:

(a) Men who have won a point or part of a point in the annual meet of the I. C. A. A.

(b) Men who have won first place and five (5) other points; or who have tied for first place with a member of an opposing team and won five (5) other points.

(c) Members of a winning relay team in the relay carnival at Franklin Field who have won three points in dual meets during the season.

#### VI. GYMNASIUM.

The insignia and H's shall be awarded at the discretion of the captain, manager and coach at the end of each year; no person shall receive an H who has not won three first places in dual meets or played in the Intercollegiates. The gymnasium H shall be the regulation 'varsity H. The regulation gymnasium costume shall be black tights, leotod and scarlet belt. Leotod to have a scarlet front, rounded at the bottom and extending as far as the shoulder, and buttoning over the shoulder. The gymnasium insignia shall be the black monogram H. G. T. worn on the scarlet front of the leotod or on the regular gymnasium sweater. The H shall be a regulation straight H;  $\frac{1}{4}$  in. above the bar shall be a straight G  $1\frac{1}{2}$  in. high and 1 in. wide; and  $\frac{1}{4}$  in. below the bar shall be a straight T  $1\frac{1}{2}$  in. high and 1 in. wide.



## VI. SOCCER.

The soccer uniform shall consist of a gray shirt, with a scarlet and black stripe, 3 in. wide, running diagonally over the right shoulder, black trousers, scarlet belt and black stockings with a 4 in. horizontal stripe. Any intercollegiate player may wear the soccer shirt.

The soccer sweater shall be a plain white coat or V neck sweater with a scarlet varsity H. The soccer H shall be awarded each year by the Ground Committee of the soccer association to not more than eight men.

## VIII. TENNIS.

The winner or winners of the Intercollegiate championship shall be awarded a scarlet straight H, size  $2\frac{7}{8}$  by 4 in., to be worn only on a white coat sweater.

Not more than four tennis insignia may be awarded each year at the discretion of the captain and manager to the members of the Varsity team. The tennis insignia shall consist of a straight H 2 in. high,  $1\frac{1}{4}$  in. wide and the bars to be  $\frac{3}{16}$  in. wide, to be embroidered on the pocket of a white flannel shirt. Two small T's shall be placed one  $\frac{1}{8}$  in. above the bar and the other  $\frac{1}{8}$  in. below the bar of the H.

## IX. VARSITY HAT.

There shall be a Varsity hat which may be worn by the holder of any Varsity H. This hat shall be a white university hat with scarlet and black block H with diagonal line from upper left to lo lower right hand corner, left section scarlet, of the following dimensions: height  $1\frac{1}{2}$  in. to block; block  $\frac{3}{16}$  in. thick, projecting  $\frac{1}{16}$  in.; width  $\frac{7}{8}$  in. inside bars; bars  $\frac{3}{16}$  in. thick and bottom line of cross bar to be in center of upright.

## X. WEARING OF EMBLEMS.

No person shall be entitled to wear any emblems, uniforms, or parts of uniforms above mentioned, except on the field or in a meet, until that person shall have been authorized to do so by the committees having charge of the same.

## XI. HATS AND CAPS.

No person shall wear an H, either plain or in monogram, on any hat or cap except on the Varsity hat.

## XII. CLASS NUMERALS.

Numerals may be worn only by those who have won them, upon the regulation class jersey—a black jersey with scarlet cuffs, waistband, neck, and numerals—or on any style sweater, except the Varsity sweater, in black or scarlet and black.

Numerals shall be awarded by the same committee that awards the corresponding H in each department, subject to the following regulations:

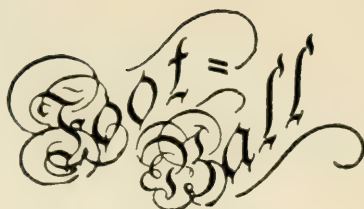
*Football*—Numerals may be awarded to Sophomores and Freshmen who play in the Sophomore-Freshman game. And to not more than five (5) Seniors and Juniors, deserving them for good, conscientious work during the season, either on the Scrub or on the Varsity; except that those who receive their Varsity H shall not be awarded numerals. The awards shall be made each year.

*Cricket*—Numerals may be awarded to not more than six (6) members of the team winning the Class Championship, and to not more than four (4) members of any of the other class teams, and they shall be awarded to the most deserving each year.

*Track*—The winning of a first place and three additional points in the Sophomore-Freshman track meet or a first place in the inter-class track meet or six points in dual meets secures numerals.

*Tennis*—The college champion in singles shall be awarded numerals.

*Association Football*—Numerals may be awarded to not more than six (6) members of the team winning the Class Championship, and to not more than four (4) members of any of the other class teams, and they shall be awarded to the most deserving each year.



—SEASON—  
1912

*Cheer Leaders*

J. TATNALL, '13

O. M. PORTER, '13

*Assistant Cheer Leader*

J. K. GARRIGUES, '14

*Manager*

C. H. CROSMAN, '13

*Assistant Managers*

E. RICE, '14

D. WAPLES, '14

*Captain*

F. M. FROELICHER, '13

W. C. LONGSTRETH, '13

*Coach*

JOHN KEOGH

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**Haverford College Football Team**

SMITH, '14.....	<i>Left End</i>
LOCKE, '14.....	<i>Left Tackle</i>
NICHOLSON, '13.....	<i>Left Guard</i>
TATNALL, '13.....	<i>Center</i>
WILLIAMS, '14.....	<i>Right Guard</i>
FROELICHER, '13 (Captain).....	<i>Right Tackle</i>
TAYLOR, '14.....	<i>Right End</i>
PHILIPS, '14.....	<i>Quarter-back</i>
CAREY, '16.....	<i>Quarter-back</i>
PORTER, '13.....	<i>Left Halfback</i>
THOMAS, '13.....	<i>Right Halfback</i>
SANGREE, '14 (Captain-elect).....	<i>Fullback</i>





## Football Season 1912

Oct. 5.	Haverford. . . . .	14	Delaware. . . . .	0	at Haverford
Oct. 12.	Haverford. . . . .	9	Stevens. . . . .	0	at Haverford
Oct. 19.	Haverford. . . . .	0	Lehigh. . . . .	55	at South Bethlehem
Oct. 26.	Haverford. . . . .	0	F. and M. . . . .	23	at Haverford
Nov. 2.	Haverford. . . . .	0	St. Johns. . . . .	13	at Haverford
Nov. 9.	Haverford. . . . .	0	Trinity. . . . .	32	at Hartford, Conn.
Nov. 16.	Haverford. . . . .	0	Rutgers. . . . .	18	at Haverford
Nov. 23.	Haverford. . . . .	7	Carnegie. . . . .	14	at Pittsburgh
Nov. 26.	Sophomores. . . . .	0	Freshmen. . . . .	6	

## Wearers of Football H

F. M. FROELICHER, '13 (Capt.)	P. H. SANGREE, '14 (Capt.-elect)
W. C. LONGSTRETH, '13	H. W. TAYLOR, '14
O. M. PORTER, '13	C. R. WILLIAMS, '14
L. R. THOMAS, '13	R. S. PHILIPS, '14
H. V. NICHOLSON, '13	L. D. LOCKE, '15
J. TATNALL, '13	J. CAREY, '16



## Wearers of Football Numerals

### 1913

R. HOWSON	P. G. BAKER
W. S. CROWDER	W. C. LONGSTRETH
F. A. CURTIS	J. D. LUDLAM
F. M. FROELICHER	O. M. PORTER
P. C. GIFFORD	N. H. TAYLOR
W. Y. HARE	L. R. THOMAS
C. E. HIRES, JR.	J. V. VANSICKLE

WM. WEBB

### 1914

H. E. BELL	C. W. EDGERTON
J. C. FERGUSON	H. W. ELKINTON
R. S. PHILIPS	P. H. SANGREE
R. C. SMITH	H. W. TAYLOR

C. R. WILLIAMS

### 1915

M. J. KALEEL	L. D. LOCKE
E. M. LEVIS	E. M. PHARO

### 1916

J. E. SHIPLEY	E. R. MOON
F. C. BUFFUM	J. KUHN
H. E. KNOWLTON	W. T. HANNUM



FOOTBALL TEAM.



## Association (Soccer) Football, 1912-13

### *Manager*

H. V. NICHOLSON, '13

### *Assistant Managers*

G. V. DOWNING, '14

R. A. LOCKE, '14

### *Captain*

L. R. THOMAS, '13

### *Coach*

FRANCIS JAMES

### Haverford College Soccer Team

L. R. THOMAS, '13 (Captain).....	<i>Outside Right</i>
J. TATNALL, '13.....	<i>Goal</i>
C. O. YOUNG, '13.....	<i>Outside Left</i>
W. C. LONGSTRETH, '13.....	<i>Left Halfback</i>
T. W. ELKINTON, '14 (Captain-elect).....	<i>Center Halfback</i>
E. M. STOKES, '14.....	<i>Inside Left</i>
L. V. THOMAS, '14.....	<i>Right Halfback</i>
A. W. ELKINTON, '14.....	<i>Left Fullback</i>
J. CAREY, '16.....	<i>Inside Right</i>
F. W. CARY, '16.....	<i>Center Forward</i>
L. E. ROWNTREE, '16.....	<i>Right Fullback</i>
O. M. PORTER, '13.....	<i>Substitute</i>
J. S. BENTLEY, '14.....	<i>Substitute</i>

## Season 1912-13

### First Team

Dec. 14.	Haverford..3	Princeton.....3	at Haverford
Dec. 17.	Haverford..1	Penn. State....1	at Haverford
Jan. 11.	Haverford..4	Germanto'n C.C. 2	at Haverford
Jan. 18.	Haverford..3	Merion C. C....0	at Haverford
Jan. 25.	Haverford..4	Westtown.....2	at Westtown
Feb. 22.	Haverford..3	Phila. Electrics..3	at Haverford
Mar. 1.	Haverford..4	Merion C. C....0	at Haverford
Mar. 8.	Haverford..0	Belmont.....2	at Haverford
Mar. 15.	Haverford..2	Yale.....0	(Forfeited by Yale)*
Mar. 22.	Haverford..3	Columbia.....2	at New York*
Mar. 29.	Haverford..2	Pennsylvania...1	at Moorestown*
Apr. 5.	Haverford..2	Harvard.....4	at Cambridge*
Apr. 11.	Haverford..6	Cornell.....1	at Haverford*

\*Intercollegiate.

*Intercollegiate Championship won by Harvard. Haverford second.*

### Second Team

Nov. 9.	Haverford..6	Belfield.....0	at Belfield
Nov. 21.	Haverford..3	Westtown.....2	at Westtown
Nov. 23.	Haverford..4	Moorestown....0	at Haverford
Nov. 28.	Haverford..1	Merion C. C. 2d.3	at Haverford
Dec. 7.	Haverford..2	Phila. 2d.....1	at St. Martins
Dec. 14.	Haverford..2	Merion C. C. 2d.2	at Haverford
Dec. 21.	Haverford..1	Germantown...1	at Haverford
Jan. 11.	Haverford..2	Phila. 2d.....0	at Haverford
Jan. 18.	Haverford..6	Belfield.....0	at Haverford
Jan. 25.	Haverford..2	Germantown...1	at Germantown
Feb. 1.	Haverford..1	Moorestown...3	at Moorestown
Feb. 8.	Haverford..2	Pennsylvania 2d.2	at Haverford
Mar. 8.	Haverford..2	Suburban A. A...0	at Haverford





SOCCER TEAM.





**Third Team**

Nov. 21.	Haverford.0	George School.....6	at George School
Dec. 7.	Haverford.3	Germantown Friends.2	at Haverford
Dec. 14.	Haverford.3	Haverford School....2	at Haverford
Jan. 11.	Haverford.1	Merion C. C. 2d.....3	at Haverford
Jan. 25.	Haverford.1	Westtown.....1	at Westtown
Feb. 1.	Haverford.4	Erie 2d.....2	at Haverford
Feb. 15.	Haverford.7	Germantown Jrs.....0	at Haverford
Feb. 26.	Haverford.0	Haverford 2d.....1	at Haverford

**Class Games**

Feb. 11.	1914.....2	1913.....0
Feb. 19.	1913.....1	1915.....0
Feb. 21.	1913.....4	1916.....0
Feb. 27.	1914.....1	1916.....2
Mar. 3.	1914.....2	1915.....0
Mar. 14.	1913.....1	1914.....1
Apr. 14.	1914.....1	1913.....0

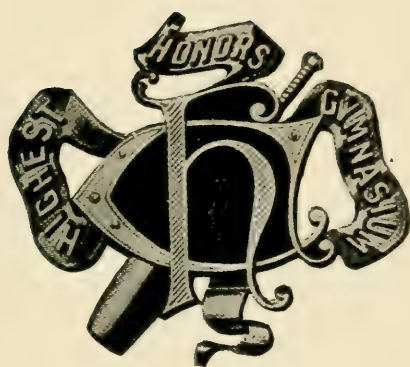
Class Championship won by 1914.

**Wearers of Soccer "H"**

L. R. THOMAS, '13 (Capt.)	T. W. ELKINTON, '14 (Capt.-elect.)
J. TATNALL, '13	E. M. STOKES, '14
W. C. LONGSTRETH, '13	A. W. ELKINTON, '14
J. S. BENTLEY, '14	

## Soccer Numerals Awarded

L. R. THOMAS, '13	L. E. ROWNTREE, '16
H. V. NICHOLSON, '13	J. G. MAXWELL, '16
N. F. HALL, '13	E. F. LUKENS, '16
J. TATNALL, '13	G. V. DOWNING, '14
O. M. PORTER, '13	J. P. GREEN, '14
F. A. CURTIS, '13	H. S. MILLER, '14
P. C. GIFFORD, '13	L. V. THOMAS, '14
J. V. VAN SICKLE, '13	C. W. EDGERTON, '14
C. O. YOUNG, '13	S. E. STOKES, '14
J. STOKES, '16	Y. NITOBÉ, '15
J. CAREY, '16	J. W. GUMMERE, '15
F. W. CARY, '16	D. B. VANHOLLEN, '15
	N. B. CCLEMAN, '15







## Season 1912-13

W. S. CROWDER, '13—*Manager*

W. G. BOWERMAN, '14—*Assistant Manager*

EDWARD RICE, JR., '14—*Assistant Manager*

P. C. GIFFORD, '13—*Captain*

EDWARD KRAUS—*Coach*

## Haverford College Gymnasium Team, 1912-13

P. C. GIFFORD, '13, *Captain*

L. B. LATHEM, '12

D. WAPLES, '14 (Capt.-elect)

P. G. BAKER, '13

T. TOMLINSON, '14

A. H. GODDARD, '13

K. P. A. TAYLOR, '15

G. MONTGOMERY, '13

J. STOKES, Jr., '16

O. M. PORTER, '13



### Schedule

- Dec. 17th. Interclass Meet at Haverford.  
Jan. 18th. Triangular Exhibition at Haverford.  
Feb. 14th. Interscholastic Meet at Haverford.  
Feb. 21st. Columbia *vs.* Haverford at Haverford.  
Feb. 28th. University of Pennsylvania *vs.* Haverford at Haverford.  
Mar. 8th. Amherst *vs.* Haverford at Amherst.  
Mar. 28th. Intercollegiates at Princeton.

## Interclass Meet

January, 1913

HORIZONTAL BAR—First, Waples, '14; second, Goddard, '13; third, Tomlinson, '14.

PARALLEL BARS—First, Waples, '14; second, Taylor, '15; third, Crosman, '13.

CLUB SWINGING—First, Baker, '13; second, tie between Gifford '13, and Montgomery, '13.

SIDE HORSE—First, Waples, '14; second, Gifford, '13; third, Crosman, '13.

FLYING RINGS—First, Waples, '14; second, Goddard, '13; Crosman, '13.

TUMBLING—First, Waples, '14; second, Tomlinson, '14; second, Goddard, '13.

Totals—Seniors, 22; Juniors, 29; Sophomores, 3; Freshmen, 0.

## Novice Class

HORIZONTAL BAR—First, Shipley, '16; second, Bowerman, '14; third, Hallett, '15.

RINGS—First, Hallett, '15; second, Garrigues, '16; third, McNeill, '15.

CLUB SWINGING—First, Thomas, '13; second, Faries, '16; third, Green, '14.

PARALLEL BARS—First, Stokes, '14; second, Bowerman, '14; third, McNeill, '15.

TUMBLING—First, Garrigues, '16; second, McNeill, '15; third, tie between Sharpless, '16, and Stokes, '14.

SIDE HORSE—First, tie between Stokes, '16, and Votaw, '15; third, Farr, '16.

Totals—Seniors, 5; Juniors, 12½; Sophomores, '15; Freshmen, 21½.

SPECIAL DRILL—Won by Senior Team: Gifford, Thomas, Baker and Montgomery.

## Triangular Exhibition

Haverford College, University of Pennsylvania, Princeton  
University

January 10, 1913

### HORIZONTAL BAR.

Goddard.....	HAVERFORD
Waples.....	HAVERFORD
Tomlinson.....	HAVERFORD
Lathem.....	HAVERFORD
Mr. Krauss.....	HAVERFORD
Smith.....	PRINCETON
Hay.....	PRINCETON
Vroman.....	PRINCETON
Wallower.....	PRINCETON
Clark.....	PENNSYLVANIA
Hackett.....	PENNSYLVANIA
Jones.....	PENNSYLVANIA
Allison.....	PENNSYLVANIA

### SIDE HORSE

Gifford.....	HAVERFORD
Lathem.....	HAVERFORD
Waples.....	HAVERFORD
Mr. Krauss.....	HAVERFORD
Sealy.....	PRINCETON
Vroman.....	PRINCETON
Seiberling.....	PRINCETON
Leonards.....	PENNSYLVANIA
Kite.....	PENNSYLVANIA
Finletter.....	PENNSYLVANIA

### CLUBS.

Gifford.....	HAVERFORD
Baker.....	HAVERFORD
Montgomery.....	HAVERFORD

Faries.....	HAVERFORD
Erdman.....	PRINCETON
Thorington.....	PRINCETON
Finletter.....	PENNSYLVANIA
Leonards.....	PENNSYLVANIA
Smith.....	PENNSYLVANIA
Zimmerman.....	PENNSYLVANIA
Nutt.....	PENNSYLVANIA
Rogers.....	PENNSYLVANIA

## RINGS.

Goddard.....	HAVERFORD
Waples.....	HAVERFORD
Lathem.....	HAVERFORD
Wolfe.....	PRINCETON
Long.....	PRINCETON
Vroman.....	PRINCETON
Hunt.....	PENNSYLVANIA
Miller.....	PENNSYLVANIA
Parker.....	PENNSYLVANIA
Hackett.....	PENNSYLVANIA

## TRAPEZE.

J. Vroman.....	PRINCETON
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## PARALLEL BARS.

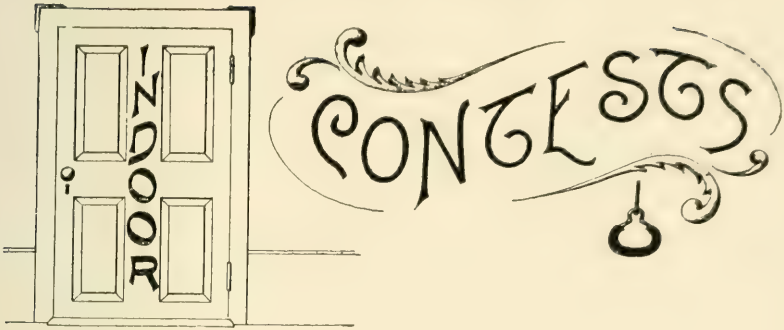
Taylor.....	HAVERFORD
Waples.....	HAVERFORD
Lathem.....	HAVERFORD
Goddard.....	HAVERFORD
Mr. Krauss.....	HAVERFORD
Hay.....	PRINCETON
Smith.....	PRINCETON
Wallower.....	PRINCETON
Vroman.....	PRINCETON
Clark.....	PENNSYLVANIA
Hunt.....	PENNSYLVANIA
Leonards.....	PENNSYLVANIA
Weede.....	PENNSYLVANIA

## CLUB JUGGLING.

Baker.....	HAVERFORD
Montgomery.....	HAVERFORD

## TUMBLING.

Tomlinson.....	HAVERFORD
Waples.....	HAVERFORD
Moffatt.....	PRINCETON
Vroman.....	PRINCETON
Hall.....	PENNSYLVANIA
Hill.....	PENNSYLVANIA
Miller.....	PENNSYLVANIA
Clark.....	PENNSYLVANIA



### Haverford—Columbia University

HORIZONTAL BAR—Bhadkamkar, C.; Waples, H.; Tomlinson, H.

SIDE HORSE—Smith, C.; Abramowitz, C.; Gifford, H.

CLUB SWINGING—Baker, H.; Sengstaken, C.; Gifford, H.

PARALLEL BARS—Bhadkamkar, C.; Taylor, H.; Waples, H.

FLYING RINGS—Doyle, C.; Lathem, H.; Goddard, H.

TUMBLING—Porter, Tomlinson and Goddard, of Haverford. No places assigned.

Judges—Uhl, of Philadelphia Turngemeinde; Chadwick, of Friends' Central School.

Time-keeper—Dr. J. A. Babbitt, Haverford.

### SCORE

Haverford..... 28

Columbia..... 26



### Haverford—University of Pennsylvania

HORIZONTAL BAR—Won by Clark, Pennsylvania; Waples, Haverford, second; Tomlinson, Haverford, third.

CLUB SWINGING—Won by Baker, Haverford; Leonards, Pennsylvania, second; Montgomery, Haverford, third.

PARALLEL BARS—Won by Clark, Pennsylvania; Hunt, Pennsylvania, second; Leonards, Pennsylvania, third.

SIDE HORSE—Won by Leonards, Pennsylvania; Kite, Pennsylvania, second; Stokes, Haverford, third.

FLYING RINGS—Won by Waples, Haverford; Hunt, Pennsylvania, second; Hackett, Pennsylvania, third.

TUMBLING—Won by Porter, Haverford; Tomlinson, Haverford, second; Hall, Pennsylvania, third.

Judges—Grieb, Freichen, Gallagher.

#### SCORE

Pennsylvania .....	30
Haverford .....	24



GYMNASIUM TEAM.



**Haverford—Amherst**

HORIZONTAL BAR—First, Waples, Haverford; second, Rankin, Amherst; third, Cushman, Amherst.

SIDE HORSE—First, Caldwell, Amherst; Second, Ralston, Amherst; third, Proctor, Amherst.

CLUB SWINGING—First, Marsh, Amherst; second, Baker, Haverford; third, Caldwell, Amherst.

PARALLEL BARS—First, Taylor, Haverford; second, Rankin, Amherst; third, Waples, Haverford.

FLYING RINGS—First, Waples, Haverford; second, Rankin, Amherst; third, Hamilton, Amherst.

TUMBLING—First, Marsh, Amherst; second, Hubbard, Amherst; third, Tomlinson, Amherst.

**SCORE**

Amherst..... 34

Haverford ..... 20

## **Gymnasium Awards**

INSIGNIA—Lathem, '12; Porter, '13; Baker, '13; Waples, '14;  
Taylor, '15; Tomlinson, '15.

## **Intercollegiate Association of Amateur Gymnasts of America**

**Meet held at Princeton, March 28, 1913**

### **Colleges Represented**

AMHERST

LEHIGH

COLUMBIA

NEW YORK

HARVARD

PENNSYLVANIA

HAVERFORD

PRINCETON

ILLINOIS

RUTGERS

YALE



## Interscholastic Meet

### *Committee*

JOSEPH TATNALL, *Chairman*

DR. J. A. BABBITT	P. C. GIFFORD
L. R. THOMAS	E. RICE, JR.
N. F. HALL	H. W. TAYLOR
W. C. LONGSTRETH	L. V. H. THOMAS
F. M. FROELICHER	D. B. VAN HOLLEN

### *Judges*

DR. J. A. BABBITT, *Chairman*

W. G. FRIEDGEN	W. H. HAINES
J. H. FINKLEDAY	W. R. ROSSMAESSLER
DR. F. B. JACOBS	E. A. EDWARDS
DR. A. L. DEWEES	J. BUSHNELL, 3D
A. M. COLLINS	DR. E. SHOEMAKER
D. L. BURGESS	E. WALLERSTEIN
E. E. KRAUSS	A. L. BAILY, JR.

R. M. GUMMERE

### *Referee*

DR. GEORGE W. ORTON

### *Starter*

DR. S. C. PALMER

### *Timers*

E. A. GREEN	DR. J. D. BROWN, JR.
W. PALMER	L. H. RITTENHOUSE

**Schools Participating**

DELANCEY SCHOOL  
EPISCOPAL ACADEMY  
FRIENDS' CENTRAL SCHOOL  
GERMANTOWN ACADEMY  
HAVERFORD SCHOOL  
LAWRENCEVILLE SCHOOL  
MERCERSBURG ACADEMY  
MOORESTOWN FRIENDS' SCHOOL  
NEWARK ACADEMY  
PENNINGTON SCHOOL  
RADNOR HIGH SCHOOL  
ST. LUKE'S SCHOOL  
TOME SCHOOL  
WILMINGTON FRIENDS' SCHOOL

### Interscholastic Meet

HORIZONTAL BAR—First, A. P. Bradley, Tome; second, J. B. Wiss, Newark; third, Allsopp, Mercersburg.

SIDE HORSE—First, B. E. Goldberg, Newark; second, Hagert, Episcopal; third, W. Sloss, Moorestown Friends.

CLUB SWINGING—First, Keffer, Episcopal; second, Poole, Episcopal; third, W. S. Schwabacher, Newark.

PARALLEL BARS—First, J. B. Wiss, Newark; second, A. P. Bradley, Tome; third, Allsopp, Mercersburg.

FLYING RINGS—First, W. E. Gerber, Lawrenceville; second, A. P. Bradley, Tome; third, J. B. Wiss, Newark.

TUMBLING—First, J. B. Wiss, Newark; second, E. Wester, Newark; third, E. Jeffreys, Episcopal.

ROPE CLIMB—First, W. E. Gerber, Lawrenceville; second, E. Wester, Newark; third, Allsopp, Mercersburg.

HIGH JUMP—First, C. Thibault, Haverford; second, Warren DeLancey; third, W. P. Quinn, Lawrenceville. Height 5ft. 7 in.

20-YARD DASH—First, Gould, Episcopal; second, Gill, Episcopal; third, E. C. Geyelin, Haverford.

200-YARD DASH—First, Robinson, Mercersburg; second, Williams, Germantown; third, Gould, Episcopal. Time, 21.2 seconds.

## **Athletic Spring Opening, 1913**

### **Tug of War**

Won by Sophomores:. Second, Seniors.

### **Swimming**

#### **RELAYS**

First, Seniors: Thomas, Diamond, Crosman, Howson.

Second, Juniors: Waples, Sangree, Phillips, Rice.

### **Fancy Diving**

First, Crosman, '13.

Second, Waples, '14.

Third, Dodge, '15.

### **Three Lap Race**

First, Howson, '13.

Second, Crosman, '13.

A feature of Haverford athletic life for the past two years has been the Grand Opening Spring Day when alumni have been invited out in the afternoon to indulge in cricket, soccer, and other athletics, take dinner with the men in the regular college dining hall, and then adjourn to the gymnasium for interclass tug-of-war, boxing and wrestling competitions, and swimming and diving contests.

In spite of the inclement weather, a large alumni representation was out this year, and we expect this to be an event of increasing importance in the future of Haverford athletics.







## Track Department 1913

JOS. TATNALL, '13—*Manager*

H. W. TAYLOR and J. P. GREEN, '14—*Assistant Managers*

F. M. FROELICHER, '13—*Captain*

## Track Team 1913

F. M. FROELICHER, '13—*Captain*

P. H. BROWN, '13	W. G. BOWERMAN, '14
F. M. FROELICHER, '13	C. W. EDGERTON, '14
P. C. GIFFORD, '13	E. M. JONES, '14
W. C. LONGSTRETH, '13	G. V. HALLETT JR., '15
H. V. NICHOLSON, '13	W. BRAY, '16.
O. M. PORTER, '13	B. L. CORSON, '16
L. R. THOMAS, '13	P. A. HUNTER, '16
J. V. VAN SICKLE, '13	E. R. MOON, '16
E. SHAEFFER, '15	

## Relay Carnival, Franklin Field

### Haverford College Relay Team

L. R. THOMAS, '13 (Capt.)	E. M. JONES, '14
P. H. BROWN, '13	W. BRAY, '16

JOHNS HOPKINS, First.

HAVERFORD, Second.

LAFAYETTE, Third.

Time, 3 min. 30 2-5 sec.

## The Walton Prize Cup

Presented by Mr. Ernest F. Walton, of the Class of 1890, for the encouragement of individual athletic work, and to be awarded annually to the student who wins the highest total of points in athletic competition during the college year, and subject to the following conditions:

1. The athletic events accepted shall be those of the annual interclass athletic meeting, the sophomore-freshman athletic sports, the Pennsylvania relay carnival, the annual Princeton handicap games, and the I. C. A. A. A. A. meeting. Additional events may be accepted at the discretion of the committee of award. (Dual college meets now included.)

2. Points shall count as follows:

INTERCLASS ATHLETIC MEETING—Five, three and one for first, second and third places.

SOPHOMORE-FRESHMAN SPORTS—Three, two and one for first, second and third places.

DUAL COLLEGE MEETS—Five, three and one for first, second and third places, respectively.

PENNSYLVANIA RELAY CARNIVAL—Five or three points for each member of the team winning first or second place.

PRINCETON HANDICAP MEETING—Ten, six and two for first, second and third places.

I. C. A. A. A. A. MEETING—Twenty, fifteen, ten and five points for first, second, third and fourth places, respectively.

3. The athletic sub-committee of the general advisory athletic committee of the alumni and students shall constitute the committee of award.

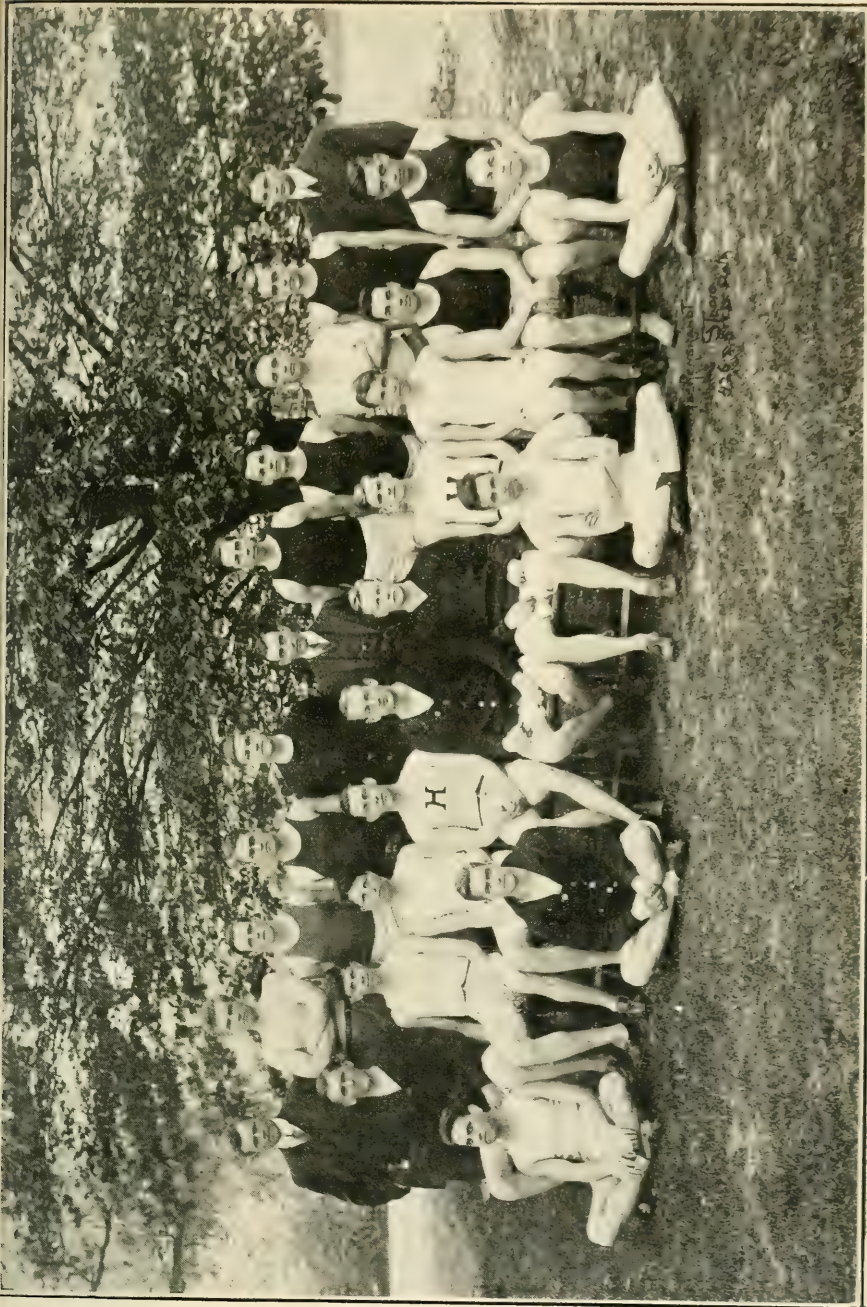
4. The winner of the Cup shall hold the same for one year and his name with total points won shall be inscribed upon it.

5. The Cup shall be returned to the athletic director immediately after the Intercollegiate Meeting (I. C. A. A. A. A.), and shall be re-awarded within the two weeks following the same meeting.

6. The conditions above outlined may be modified at the unanimous wish of the joint student and alumni committee, with the consent of the donor.

### **Holders of the Walton Prize Cup**

1901—J. W. REEDER.....	1902.....	23
1902—J. W. REEDER.....	1902.....	53½
1903—T. K. BROWN, JR.....	1906.....	42
1904—T. K. BROWN, JR.....	1906.....	45
1905—T. K. BROWN, JR.....	1906.....	58½
1906—T. K. BROWN, JR.....	1906.....	77
1907—WALTER PALMER.....	1910.....	62
1908—WALTER PALMER.....	1910.....	66
1909—G. S. BARD.....	1909.....	55½
1910—WALTER PALMER.....	1910.....	60
1911—F. M. FROELICHER.....	1913.....	67½
1912—F. M. FROELICHER.....	1913.....	66½
1913—F. M. FROELICHER.....	1913.....	66½



TRACK TEAM.





**Lehigh—Haverford**

- 100-YARD DASH—Won by Brown, Haverford; Bickley, Lehigh, second. Time, 10 3-5 second.
- 220-YARD DASH—Thomas, Haverford, and Morse, Lehigh, tied for first. Time, 22 4-5 seconds (new record).
- 220-YARD HURDLES—Won by Murphy, Lehigh; Raine, Lehigh, and Gifford, Haverford, tied for second. 27 2-5 seconds.
- 120-YARD HURDLES—Won by Murphy, Lehigh; Raine, Lehigh, second. Time, 17 2-5 seconds.
- HALF-MILE RUN—Won by Burke, Lehigh; Jones, Haverford, second. Time, 2 minutes 3 4-5 seconds (track record).
- 440-YARD DASH—Won by Brown, Haverford; Burke, Lehigh, second. Time 51 3-5 seconds.
- TWO-MILE RUN—Won by Davies, Lehigh; Burns, Lehigh, second. Time, 10.34 3-5.
- ONE-MILE RUN—Won by Mickel, Lehigh; Burns, Lehigh, second. Time, 4.50 4-5.
- SHOT PUT—Won by Froelicher, Haverford; Bailey, Lehigh, second. Distance, 34 feet 2 inches.
- POLE VAULT—Won by Porter, Haverford; Hunter, Haverford, second. Height, 10 feet 8 inches.
- HIGH JUMP—Tied by Hallet, Haverford; Froelicher, Haverford. Height, 5 feet 1 1-7.
- DISCUS THROW—Won by Bailey, Lehigh; Hoban, Lehigh, second. Distance, 112 feet 4 inches.
- HAMMER THROW—Won by Bailey, Lehigh; Grumbach, Lehigh, second. Distance, 109 feet 6-10 inch.
- BROAD JUMP—Won by Sproul, Lehigh; Greene, Lehigh, second. Distance, 20 feet 9 inches.

**SCORE.**

Lehigh.....	72½
Haverford.....	39½

### New York University—Haverford

- 100-YARD DASH—First, Manly, N. Y. U.; second, Thomas, Haverford. Time, 10.3.
- 220-YARD DASH—First, Brown, Haverford; second, Thomas, Haverford. Time, 22.4.
- 440-YARD DASH—First, Brown, Haverford; second, Brey, Haverford. Time, 51.1.
- 880-YARD DASH—Dead heat between Jones, Haverford, and Lent, N. Y. U. Time, 2.54.
- ONE-MILE RUN—First, Van Sickie, Haverford; second, Bowerman, Haverford. Time, 5.13.
- TWO-MILE RUN—First, Bowerman, Haverford; second, Ball, N. Y. U. Time, 11.45.
- 120-YARD HURDLES—First, Manly, N. Y. U.; second, Nicholson, Haverford. Time, 17.2.
- 220-YARD HURDLES—First, Manly, N. Y. U.; second, Gifford, Haverford. Time, 28.1.
- SHOT PUT—First, Froelicher, Haverford; second, McLaughlin, N. Y. U. Distance, 38 ft. 10 in.
- HIGH JUMP—First, Hallett, Haverford; Froelicher, Haverford, and McLaughlin, N. Y. U., tied for second. Height, 5 ft. 7 1-2 in.
- HAMMER THROW—First, McLaughlin, N. Y. U.; second, O'Donnell, N. Y. U. Distance, 101 ft. 8 in.
- POLE VAULT—Porter, Haverford, and Hunter, Haverford, tied for first. Height, 9 ft.
- BROAD JUMP—First, Nichthower, N. Y. U.; Longstreth, Haverford. Distance, 19 ft. 4 in.

#### SCORE.

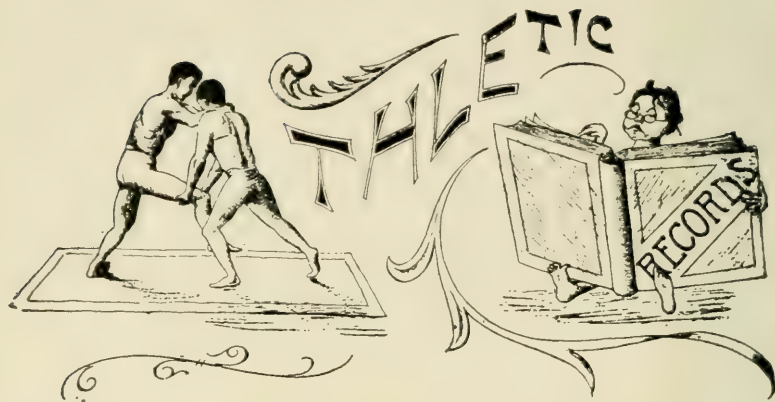
Haverford.....	63
New York University.....	41

**Swarthmore—Haverford**

- 100-YARD DASH—First, Thomas, Haverford; second, Brown, Haverford. Time, 10 4-5 seconds.
- 220-YARD DASH—First, Brown, Haverford; second, Thomas, Haverford. Time 23 2-5 seconds.
- 440-YARD DASH—First, Melich, Swarthmore; second, Brown, Haverford. Time, 51 3-5 seconds.
- TWO-MILE RUN—Frerer, Swarthmore, first; Bowerman, Haverford, second. Time, 10 minutes 57 4-5 seconds.
- 220-YARD HURDLES—Gowdy, Swarthmore, first; Schoch, Swarthmore, second. Time, 26 4-5 seconds.
- SHOT PUT—Froelicher, Haverford, first; Hunter, Swarthmore, second. Distance, 39 feet 6  $\frac{3}{4}$  inches.
- ONE-MILE RUN—Van Sickle, Haverford, first; Darlington, Swarthmore, second. Time, 4 minutes 54 4-5 seconds.
- HIGH JUMP—Tie, Froelicher and Hallett, Haverford. Height, 5 feet 6  $\frac{3}{4}$  inches.
- HAMMER THROW—Hunter, Swarthmore, first; Froelicher, Haverford, second. Distance, 109 feet 10 inches.
- POLE VAULT—Porter, Haverford, first; Hunter, Haverford, second. Height 10 feet 10 inches.
- BROAD JUMP—Gowdy, Swarthmore, first; Froelicher, Haverford, second. Distance, 21 feet 10  $\frac{3}{4}$  inches.
- 120-YARD HIGH HURDLES—Gowdy, Swarthmore, first; Melich, Swarthmore, second. Time, 16 3-5 seconds.
- HALF-MILE RUN—Jones, Haverford, first; Schloss, Swarthmore, second. Time, 2 minutes 7 1-5 seconds.

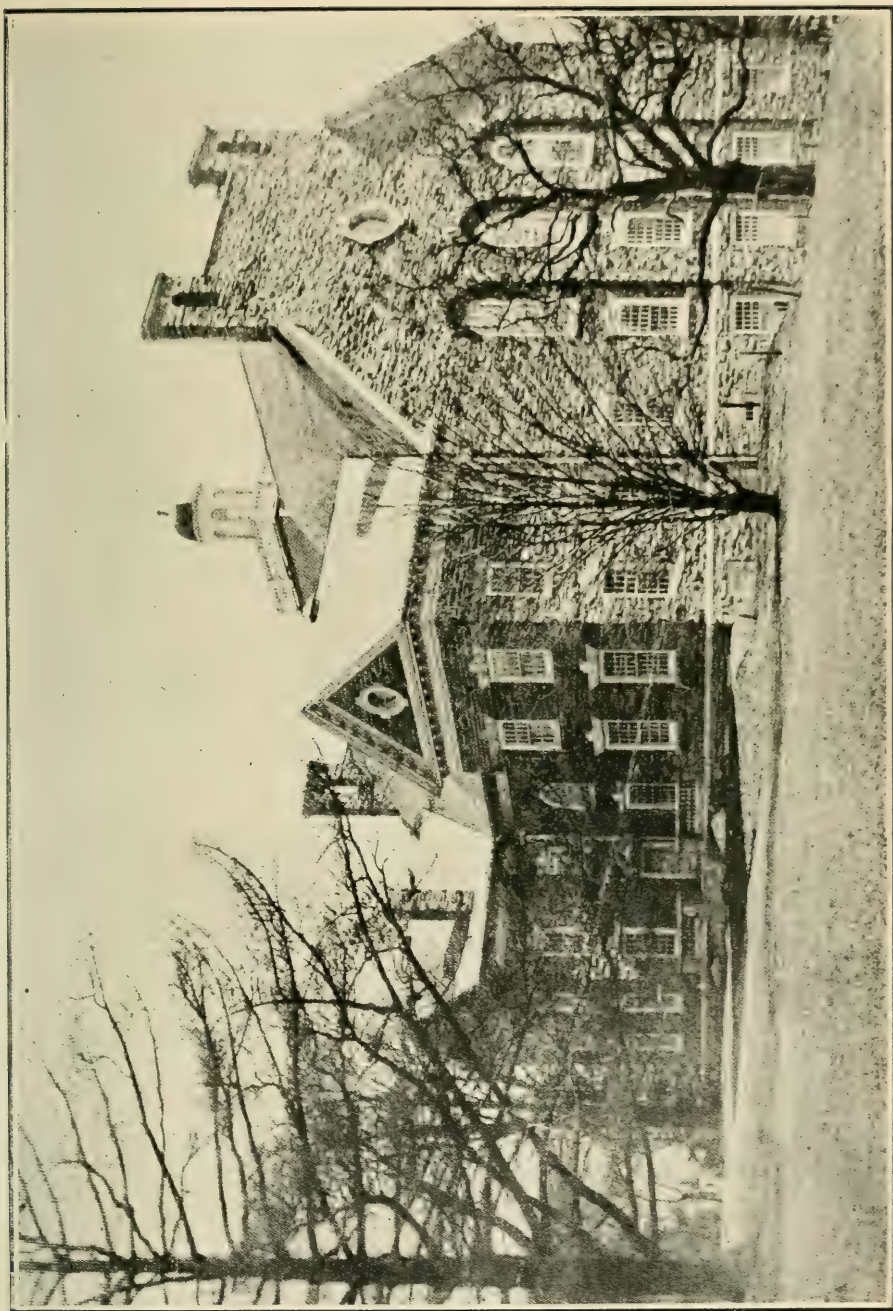
**SCORE**

Haverford.....	57 $\frac{1}{2}$
Swarthmore.....	46 $\frac{1}{2}$



<i>Event.</i>	<i>Time or Distance.</i>	<i>Made by</i>	<i>Date.</i>
*100-Yard Dash.....		W. M. McConnell, '13..	*1910
220-Yard Dash.....	22 1-5 sec.....	L. R. Thomas, '13.....	1912
440-Yard Dash.....	50 1-5 sec.....	W. Palmer, '10.....	1910
Half-Mile.....	2 m. 3 4-5 sec.....	E. C. Tatnall, '07.....	1905
Mile.....	4 min. 35 sec.....	P. J. Baker, '10.....	1907
Two-Mile.....	10 min. 22 sec.....	W. K. Miller, '06.....	1906
High Hurdles.....	15 4-5 sec.....	T. K. Brown, Jr., '06...	1905
Low Hurdles.....	26 sec.....	W. Palmer, '10.....	1910
Broad Jump.....	21 ft. 8 in.....	F. M. Froelicher, '13....	1912
High Jump.....	6 ft. in 1.....	E. B. Conklin, '99.....	1899
Shot Put.....	41 ft. 8½ in.....	F. M. Froelicher, '13....	1912
Hammer.....	123 ft. 6 in.....	H. W. Jones, '05.....	1905
Discus.....	101 ft. 5 in.....	C. W. Edgerton, '14....	1913
Pole Vault.....	10 ft. 10 in.....	O. M. Porter, '13.....	1913

\* Equaled by L. R. Thomas, '13, 1911.



HAVERFORD COLLEGE GYMNASIUM.





**Wearers of Track "H"**

P. H. BROWN, '13  
J. VAN SICKLE, '13  
P. C. GIFFORD, '13  
W. S. CROWDER, '13  
H. V. NICHOLSON, '13  
L. R. THOMAS, '13  
F. M. FROELICHER, '13  
O. M. PORTER, '13  
J. P. GREEN, '14  
E. M. JONES, '14  
W. G. BOWERMAN, '14  
G. H. HALLETT, JR., '15

**Track Numerals Awarded To**

McKINLEY

GREEN

NITOBÉ

T. ELKINTON

VAN SICKLE

## Tennis Department

J. V. VAN SICKLE, *Manager*

### Team

J. VAN SICKLE, '13

J. CAREY, '16

W. S. CROWDER, '13

W. M. ALLEN, '16

J. W. GUMMERE, '15

G. H. HALLETT, JR., '15

**Schedule—1913**

Tuesday, May 6—Lehigh, away.

Wednesday, May 14—Swarthmore, here.

Friday, May 16—Penn. State, here.

Monday, May 19—Michigan, here.

Thursday, May 22—Johns Hopkins, away.

**Haverford—Lehigh****SINGLES.**

Turnbull, Lehigh, defeated Carey, Haverford, 6-1, 1-6, 6-2.

Carpenter, Lehigh, defeated Hallett, Haverford, 6-2, 6-3.

Douglas, Lehigh, defeated van Sickle, Haverford, 4-6, 7-5, 6-3.

Allen, Haverford, defeated Sheppard, Lehigh, 7-5, 6-3.

**DOUBLES.**

Turnbull and Carpenter, Lehigh, defeated Carey and van Sickle, Haverford, 6-2, 6-4.

Hallett and Allen, Haverford, defeated Sheppard and Douglass, Lehigh, 1-6, 7-5, 6-4.

**SCORE.**

Lehigh.....	6
Haverford.....	0

**Haverford—Swarthmore**

## SINGLES.

Carey, Haverford, won from Ayres, Swarthmore, 6-2, 6-4.  
 Cox, Swarthmore, won from Gummere, Haverford, 6-2, 6-2.  
 Allen, Haverford, won from Carpenter, Swarthmore, 15-13, 6-1.  
 Crowder, Haverford, won from Webb, Swarthmore, 6-2, 5-7, 6-4.

## DOUBLES.

Gummere and Carey, Haverford, won from Ayres and Cox, Swarthmore, 6-2, 2-6, 6-2.  
 Carpenter and Webb, Swarthmore, won from Allen and Crowder, Haverford, 7-5, 6-2.

## SCORE.

Haverford.....	4
Swarthmore.....	2

**Haverford—Michigan**

## SINGLES.

Andrews, Michigan, won from van Sickle, Haverford, 6-1, 8-6.  
 Hall, Michigan, won from Allen, Haverford, 6-1, 4-6, 6-3.  
 Randall, Michigan, won from Carey, Haverford, 6-8, 6-1, 7-5.  
 Wilson, Michigan, won from Hallett, Haverford, 6-0, 6-2.

## DOUBLES.

Andrews and Hall, Michigan, won from van Sickle, and Hallett, Haverford, 6-4, 6-2.  
 Wilson and Randall, Michigan, won from Allen and Carey, Haverford, 8-6, 6-1.

## SCORE.

Michigan.....	6
Haverford.....	0







## Cricket Department

N. H. TAYLOR, '13—*Manager*

E. RICE, JR., '14, and G. V. DOWNING, '14—*Asst. Managers*

J. K. GARRIGUES, '14—*Captain*

GEORGE BENNETT—*Coach*

## Ground Committee

J. K. GARRIGUES, '14

S. E. STOKES, '14

N. H. TAYLOR, '13

L. R. THOMAS, '13

## Cricket Schedule, 1913

### First Eleven

May 10—Philadelphia, away.

May 14—British Americans, home.

May 17—Germantown, home?

May 22—U. of P., at Merion Cricket Club.

May 24—Interscholastics, home.

May 30—New York Veterans, home.

May 31—U. of P., at Belmont.

June 7—U. of P., home.

June 14—New York Veterans, away.

June 16—Montreal C. C.

June 17—McGill University.

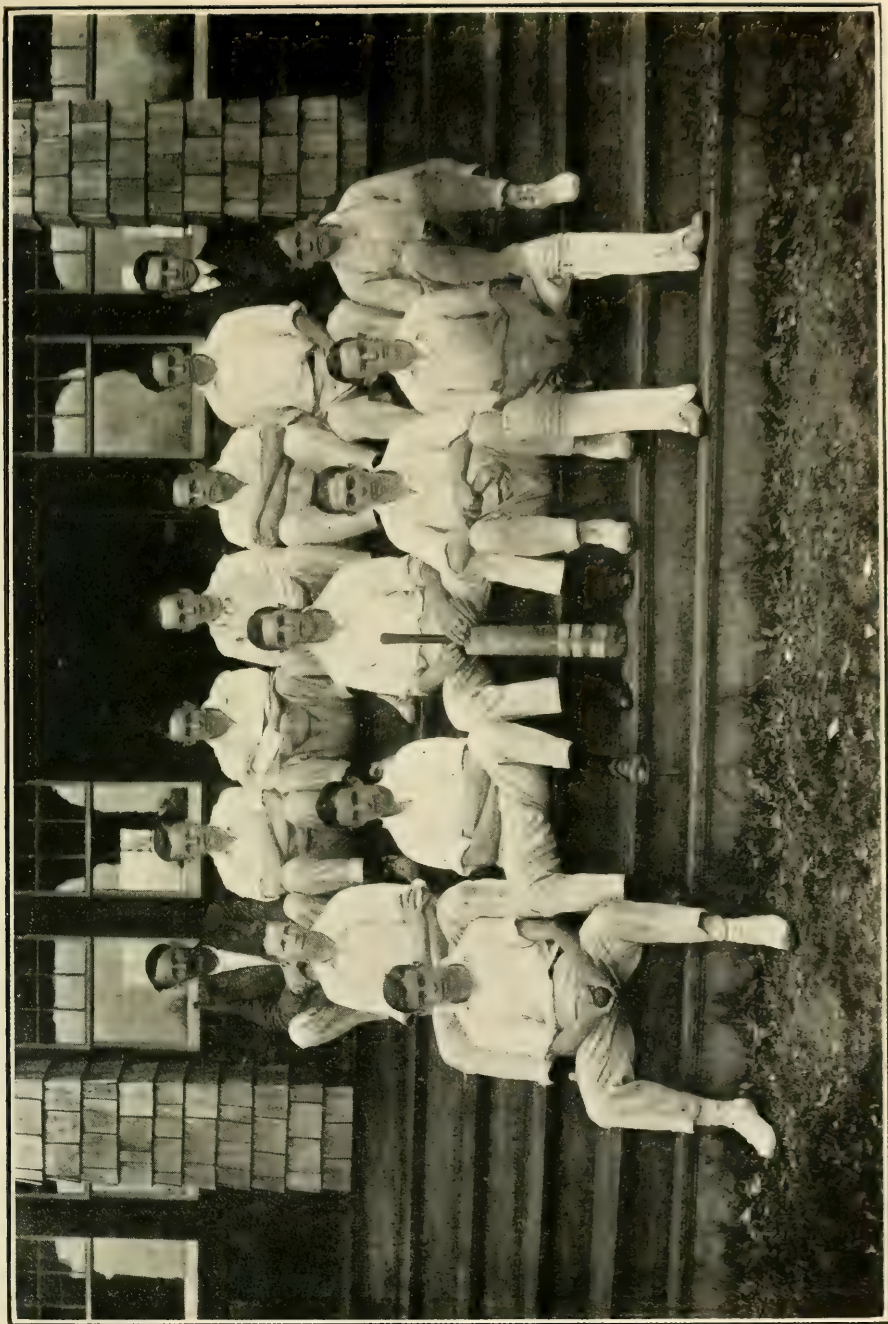
June 19—Ottawa C. C.

June 21—Rosedale C. C.

June 23—Upper Canada College.

June 25—Toronto C. C.

June 26—Hamilton C. C.



CRICKET TEAM.



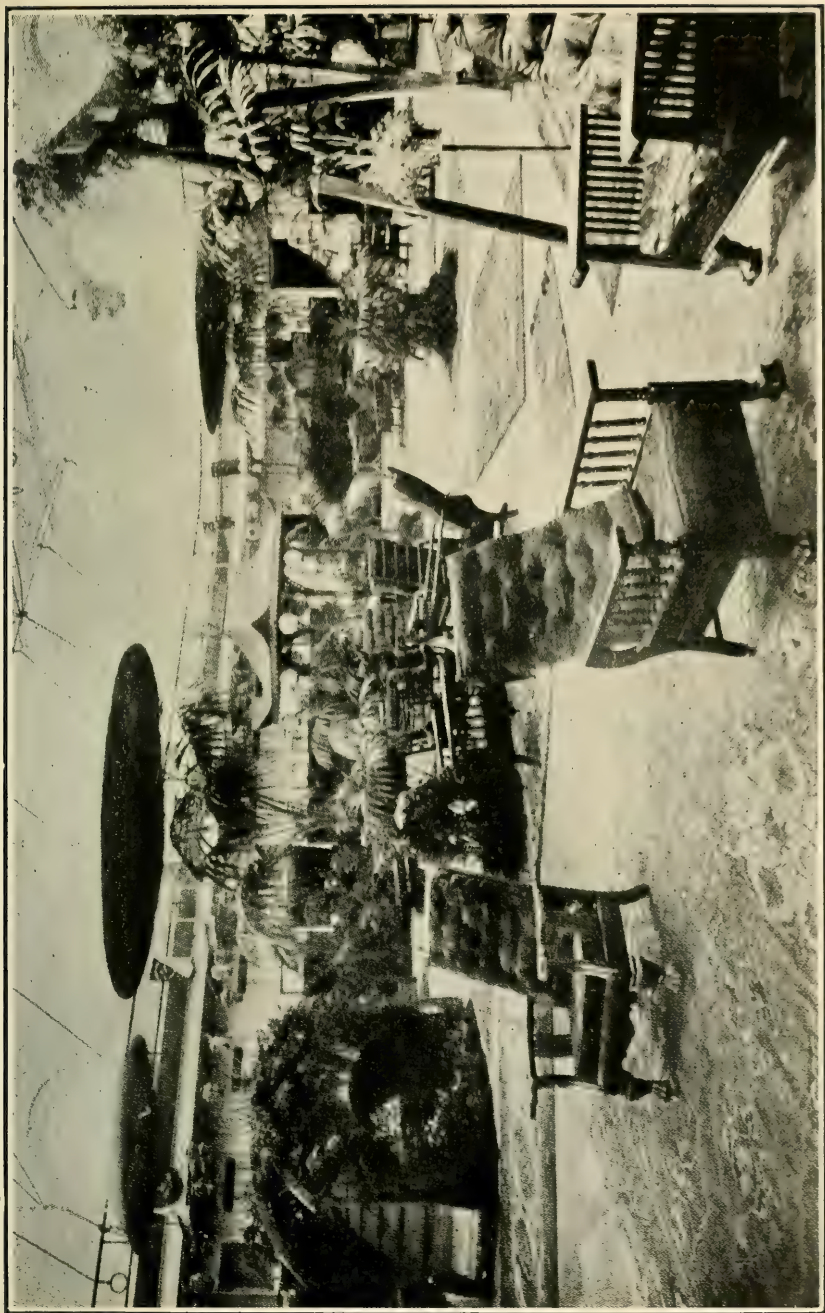
## Cope Prize Bat

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	E. T. COMFORT.....	'78.....	18.83
1878—	E. T. COMFORT.....	'78.....	10.03
1879—	SAMUEL MASON.....	'80.....	14.
1880—	SAMUEL MASON.....	'80.....	17.57
1881—	T. N. WINSLOW.....	'81.....	12.5
1882—	G. B. SHOEMAKER.....	'83.....	9.6
1883—	W. F. PRICE.....	'81.....	11.88
1884—	SAMUEL BETTLE.....	'85.....	17.25
1885—	SAMUEL BETTLE.....	'85.....	23.
1886—	G. S. PATTERSON.....	'88.....	32.8
1887—	A. G. GARRETT.....	'87.....	35.66
1888—	T. E. HILLES.....	'88.....	9.6
1889—	R. L. MARTIN.....	'92.....	13.
1890—	C. H. BURR, JR.....	'89.....	19.14
1891—	J. W. MUIR.....	'92.....	38.5
1892—	J. W. MUIR.....	'92.....	26.25
1893—	J. A. LESTER.....	'96.....	100.5
1894—	J. A. LESTER.....	'96.....	62.2
1895—	J. A. LESTER.....	'96.....	49.83
1896—	J. A. LESTER.....	'96.....	41.1
1897—	C. G. TATNALL.....	'97.....	9.85
1898—	T. WISTAR.....	'98.....	21.75
1899—	F. C. SHARPLESS.....	1900.....	26.
1900—	F. C. SHARPLESS.....	1900.....	37.
1901—	C. C. MORRIS.....	1904.....	21.89
1902—	C. C. MORRIS.....	1904.....	35.29
1903—	C. C. MORRIS.....	1904.....	50.56
1904—	W. P. BONBRIGHT.....	1904.....	31.29
1905—	R. L. PEARSON.....	1905.....	37.
1906—	A. T. LOWRY.....	1905.....	25.8
1907—	A. W. HUTTON.....	1910.....	31.6
1908—	A. W. HUTTON.....	1910.....	19.5
1909—	H. A. FURNESS.....	1910.....	47.4
1910—	H. A. FURNESS.....	1910.....	66.
1911—	H. G. TAYLOR, JR.....	1911.....	28.83
1912—	L. V. THOMAS.....	1914.....	21.3



## Congdon Prize Ball

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	J. M. W. THOMAS.....	'78.....	1.11
1878—	E. T. COMFORT.....	'78.....	6.47
1879—	W. C. LOWRY.....	'79.....	5.81
1880—	B. V. THOMAS.....	'83.....	5.78
1881—	W. L. BAILY.....	'83.....	5.31
1882—	A. C. CRAIG.....	'84.....	4.30
1883—	W. L. BAILY.....	'83.....	8.00
1885—	W. F. HILLES.....	'85.....	4.50
1886—	A. C. GARRETT.....	'87.....	8.25
1887—	J. W. SHARP, JR.....	'88.....	7.86
1888—	H. P. BAILY.....	'90.....	5.47
1889—	H. P. BAILY.....	'90.....	5.86
1890—	H. P. BAILY.....	'90.....	6.50
1891—	D. H. BLAIR.....	'91.....	17.50
1892—	JOHN ROBERTS.....	'93.....	7.33
1893—	JOHN ROBERTS.....	'93.....	7.90
1894—	A. P. MORRIS.....	'95.....	5.97
1895—	A. P. MORRIS.....	'95.....	6.46
1896—	J. A. LESTER.....	'96.....	6.19
1897—	R. S. WENDELL.....	1900.....	8.25
1898—	L. W. DEMOTTE.....	1901.....	5.22
1899—	W. S. HINCHMAN.....	1900.....	9.40
1900—	L. W. DEMOTTE.....	1901.....	6.00
1901—	L. W. DEMOTTE.....	1901.....	8.13
1902—	N. A. SCOTT.....	1902.....	10.92
1903—	H. PLEASANTS, JR.....	1906.....	7.49
1904—	F. D. GODLEY.....	1907.....	4.83
1905—	H. PLEASANTS, JR.....	1906.....	7.47
1906—	F. D. GODLEY.....	1907.....	8.47
1907—	J. B. CLEMENT, JR.....	1908.....	8.2
1908—	J. C. THOMAS.....	1908.....	7.46
1909—	H. HOWSON.....	1912.....	8.66
1910—	L. R. THOMAS.....	1913.....	7.1
1911—	W. D. HARTSHORNE, JR.....	1911.....	9.42
1912—	J. K. GARRIGUES.....	1912.....	10.45



INTERIOR OF THE GYMNASIUM ON JUNIOR DAY



## Haines Prize Fielding Belt

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Year</i>	<i>Name</i>	<i>Class</i>
1876—	C. S. CROSMAN . . . .	'78	1895—	J. H. SCATTERGOOD .	'96
1877—	A. L. BAILY . . . . .	'78	1896—	A. G. SCATTERGOOD .	'98
1878—	J. E. SHEPPARD . . . .	'79	1897—	A. G. SCATTERGOOD .	'98
1879—	A. P. CORBITT . . . . .	'80	1898—	A. G. SCATTERGOOD .	'98
1880—	W. F. PRICE . . . . .	'81	1899—	W. S. HINCHMAN . . .	1900
1881—	B. V. THOMAS . . . . .	'83	1900—	W. V. DENNIS . . . . .	1902
1882—	S. B. SHOEMAKER . . .	'83	1901—	C. C. MORRIS . . . . .	1904
1883—	W. L. BAILY . . . . .	'83	1902—	A. C. WOOD, JR . . .	1902
1884—	W. S. HILLES . . . . .	'85	1903—	J. B. DRINKER . . . .	1903
1885—	W. F. PRICE . . . . .	'81	1904—	H. H. MORRIS . . . . .	1904
1886—	J. W. SHARP, JR . . .	'88	1905—	A. T. LOWRY . . . . .	1906
1887—	H. P. BAILY . . . . .	'90	1906—	H. W. DOUGHTEN, JR .	1906
1888—	C. H. BURR, JR . . . .	'89	1907—	J. P. MAGILL . . . . .	1907
1889—	J. S. STOKES . . . . .	'86	1908—	E. A. EDWARDS . . . .	1908
1890—	J. W. MUIR . . . . .	'90	1909—	H. A. FURNESS . . . .	1910
1891—	G. THOMAS, 3D . . . .	'91	1910—	H. A. FURNESS . . . .	1910
1892—	S. W. MORRIS . . . . .	'94	1911—	H. M. THOMAS, JR . .	1912
1893—	W. W. SUPPLEE . . . .	'95	1912—	J. W. SECKLE . . . . .	1914
1894—	F. P. RISTINE . . . . .	'94			

**Haverford—Philadelphia Cricket Club****Philadelphia Cricket Club**

Leroy, b Maule.....	8
W. Graham, b Brinton.....	2
Porman, b Maule.....	16
Dixon, c Brinton, b Maule.....	2
A. G. Scattergood, b Brinton.....	7
Mason, not out.....	36
Hunter, not out.....	50
Middleton	} did not bat.
J. Graham	
Cartwright	
Goodall	
Extras.....	12
Total.....	133

**Haverford**

Brinton, st Dorman, b W. Graham.....	7
S. E. Stokes, b Leroy.....	30
Wendell, c Hunter, b Graham.....	47
E. Crosman, c Hunter, b Graham.....	45
C. Crosman, run out.....	19
Maule, st Dorman, b Graham.....	2
Garrigues, b Cartwright.....	9
Ellison, not out.....	25
J. Stokes, c Cartwright, b Leroy.....	2
Coleman, c J. Graham, b Hunter.....	4
Rice, 1 b w, b Leroy.....	8
Carey, c Graham, b Hunter.....	0
Extras.....	10
Total.....	208

**Bowling Analysis**

	BB.	W.	R.
Goodall.....	30	0	14
W. Graham.....	66	4	42
Leroy.....	60	3	48
Middleton.....	18	0	25
Hunter.....	22	2	19
Dixon.....	18	0	22
Cartwright.....	30	0	28
Brinton.....	78	2	50
Maule.....	60	3	51
Garrigues.....	12	0	13
E. Stokes.....	6	0	7



**Haverford—Alumni****Alumni**

H. Furness, '10, t at w Crosman, b Maule.....	7
R. E. Pearson, '05, b Brinton.....	0
A. C. Wood, Jr., '02, run out.....	34
A. Scattergood, '98, b Garrigues.....	24
R. M. Gummere, '02, b Garrigues.....	24
C. C. Morris, '04 (Capt.), l b w, b Brinton.....	54
Dr. Sharpless, '00, run out.....	8
J. H. Scattergood, '96, b Garrigues.....	1
T. K. Sharpless, '09, b Garrigues.....	15
E. A. Edwards, '08, not out.....	16
E. David, '10, b Maule.....	0
Extras.....	4
<hr/>	
Total.....	187

**Haverford**

Brinton, c Furness, b Wood.....	4
Webb, b Furness.....	6
E. Stokes, c Furness, b Sharpless.....	66
E. Crosman, c Gummere, b Morris.....	27
Maule, b Sharpless.....	9
C. Crosman, c Lowry, b Sharpless.....	4
Garrigues (Capt.), c Sharpless, b Furness.....	20
Carey, c Morris, b Sharpless.....	0
Ellison, b Sharpless.....	0
J. Stokes, c Sharpless, b Furness.....	9
Downing, not out.....	2
Extras.....	15
<hr/>	
Total.....	162

**Bowling Analysis**

	B.	M.	W.	R.
Brinton.....	96	1	2	76
Maule.....	50	1	2	34
Garrigues.....	66	0	4	42
E. Stokes.....	24	1	0	31
Wood.....	37	0	1	31
Furness.....	64	1	3	30
Gummere.....	12	0	0	16
Morris.....	24	0	1	24
Sharpless.....	36	0	5	34
Pearson.....	18	1	0	12

**Haverford 1st XI—Haverford 2d XV****Haverford 1st XI**

Brinton, c Kirk, b Coleman.....	8
E. Crosman, b Coleman.....	16
Webb, b Garrigues.....	3
C. Crosman, c Gummere, b Coleman.....	0
J. Carey, c Gummere, b Downing.....	15
Maule, b Thomas.....	27
E. Stokes, c Gummere, b H. Howning.....	17
Wendell, b Downing.....	3
Ellison, c Thomas, b Downing.....	2
Rice, run out.....	1
J. Stokes, c H. Downing, b Downing.....	1
J. Garrigues, not out.....	8
Extras.....	8

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Total.....109

**Haverford 2d XV**

G. Downing, b Brinton.....	11
G. Carey, b Maule.....	10
H. Downing, st Crosman, b Brinton.....	0
Young, c Rice, b Maule.....	0
R. M. Gummere, b Brinton.....	2
Bennett, c Wendell, b Maule.....	3
L. R. Thomas, b Maule.....	5
Miller, b Maule.....	1
Longstreth, b Brinton.....	4
Coleman, st Crosman, b Brinton.....	19
Sharpless, c Ellison, b Maule.....	1
A. Garrigues, b Brinton.....	0
Kirk, b Maule.....	2
Baily, b Maule.....	0
Green, b Maule.....	2
H. Taylor, not out.....	3
Extras.....	1

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Totals.....64

**Bowling Analysis****Haverford 1st XI**

	W.	R.
W. C. Brinton.....	6	36
E. R. Maule.....	9	27

**Haverford 2d XV**

	W.	R.
Coleman.....	3	20
G. Downing.....	4	26
H. Downing.....	1	23
L. R. Thomas.....	1	32

**Haverford—New York Veterans****At Haverford****Haverford**

Brinton, c Macpherson, b Kelly.....	42
S. E. Stokes, run out.....	29
E. N. Crosman, b Commache.....	1
D. C. Wendell, c Street, b Kelly.....	17
J. K. Garrigues, c, b Kelly.....	0
J. Ellison, b Hoskins.....	0
J. K. Garrigues, b Hoskins.....	6
J. Cary, c Kaye, b Hoskins.....	5
E. Rice, b Hoskins.....	1
J. S. Stokes, not out.....	1
E. Maule, b Kelly.....	7
Extras.....	10
<hr/>	
Total.....	119

**Veterans**

G. Macpherson, c Ellison, b Maule.....	2
G. W. Hayman, c Garrigues, b Brinton.....	8
A. Hoskins, b Maule.....	12
L. Commache, b Garrigues.....	46
S. B. Standfast, c J. Stokes, b Maule.....	1
K. L. Street, c C. Crosman, b Maule.....	6
W. J. Hopton, b Brinton.....	11
F. F. Kelly, c Wendell, b J. Stokes.....	18
J. S. Britz, b Brinton.....	19
R. J. Danby, st E. Crosman, b Garrigues.....	12
F. C. Kaye, not out.....	2
Extras.....	4
<hr/>	
Total.....	141

**Bowling Analysis****Haverford**

	B.	M.	W.	R.
Maule.....	102	3	4	41
Brinton.....	78	2	3	44
Garrigues.....	67	3	2	28
J. Stokes.....	24	1	1	24

**New York Veterans**

	B.	M.	W.	R.
Hoskins.....	36	0	4	26
Hayman.....	18	0	0	24
Commache.....	36	0	1	22
Kelly.....	52	0	4	37



**Haverford—Interscholastic League****At Haverford****All-Scholastic****FIRST INNINGS**

W. R. Clothier, c C. H. Crosman, b Brinton.....	19
J. A. Morrison, c Brinton, b Garrigues.....	3
C. V. Vischer, c Brinton, b Garrigues.....	4
H. P. Melcher, c Brinton, b Maule.....	4
W. K. Beard, b Maule.....	0
J. M. Clark, b S. E. Stokes.....	15
R. E. Beard, c E. N. Crosman, b Brinton.....	8
C. Wooley, b S. E. Stokes.....	5
J. F. Spencer, b S. E. Stokes.....	1
K. Bolling, b Brinton.....	0
F. G. Tatnall, not out.....	4
H. W. Middleton, Jr., b Brinton.....	0
T. Moorhead, b Wendell.....	4
F. Hickman, absent.....	0
Extras.....	6
Total.....	72

**Haverford**

W. C. Brinton, b Beard.....	24
C. H. Crosman, b Spencer.....	0
S. E. Stokes, c Spencer, b Clothier.....	40
E. N. Crosman, b Clothier.....	1
D. C. Wendell, b Beard.....	5
J. Cary, c Morrison, b Spencer.....	52
J. K. Garrigues, c Moorhead, b Vischer.....	25
J. Ellison, c Melcher, b Beard.....	16
E. Rice, run out.....	29
E. R. Maule, not out.....	2
J. S. Stokes, Jr., b Clothier.....	1
Extras.....	9
Total.....	184

**Bowling Analysis**

	B.B	M.	W.	R.
E. Maule.....	42	3	2	11
Garrigues.....	30	1	2	18
Brinton.....	48	0	4	21
E. Stokes.....	30	0	3	13
J. Stokes.....	12	1	0	1
Wendell.....	3	0	1	1

**Haverford—British Americans****At Haverford****British Americans**

Lane, c Ellison, b Brinton.....	0
Lentz, c Rice, b Brinton.....	0
Pike, st E. Crosman, b Brinton.....	3
Edwards, c S. E. Stokes, b Maule.....	38
Furness, c Rice, b S. E. Stokes.....	26
Guest, b C. Crosman.....	31
Swallow, run out.....	0
Raven, run out.....	0
Riggs, b J. Stokes.....	0
Brooking, not out.....	8
Extras.....	3
<hr/>	
Total.....	111

**Haverford**

Brinton, c Guest, b Raven.....	90
S. E. Stokes, b Lane.....	13
Wendell, b Brooking.....	11
E. Crosman, c Brooking.....	10
C. Crosman, b Furness.....	45
Ellison, c Lentz, b Brooking.....	0
Garrigues (Capt.), b Brooking.....	35
Webb, c Guest, b Brooking.....	0
Maule, c Lane, b Brooking.....	1
Rice, not out.....	7
J. Stokes, not out.....	6
Extras.....	3
<hr/>	
Total.....	221

**Bowling Analysis**

	B.B.	M.	W.	R.
Pike.....	42	0	0	32
Rigt.....	12	0	0	16
Lane.....	48	1	1	33
Furness.....	18	0	1	22
Brooking.....	84	3	5	50
Swallow.....	24	0	1	27
Guest.....	6	0	0	10
Raven.....	24	0	1	24
Maule.....	48	1	1	32
Brinton.....	42	0	3	40
Garrigues.....	24	1	0	8
S. E. Stokes.....	36	0	1	18
J. Stokes.....	18	0	0	9
C. Crosman.....	3	0	1	2

**Haverford—Germantown British Americans****Haverford College**

Brinton, c Lentz, b Hurford.....	21
Webb, run out.....	1
C. H. Crosman, c Brookins, b White.....	3
L. Thomas, c Lentz, b Lane.....	2
E. Crosman, c Lentz, b Brookins.....	16
Bennett, b White.....	14
E. Rice, b Lane.....	1
Ellison, run out.....	3
J. Stokes, b Greenhald.....	9
Maule, not out.....	17
Wendell, c Lentz, b Brookins.....	2
Extras.....	2
<hr/>	
Totals.....	91

**Germantown British-Americans**

E. Guest, b Brinton.....	10
W. White, b Maule.....	11
S. Greenhald, run out.....	4
Brookins, c, b Brinton.....	13
A. Green, not out.....	2
C. Hurford, b Brinton.....	1
F. Hargraves, b Brinton.....	0
B. Guest, b Maule.....	2
M. Lane, run out.....	0
J. Hargraves, c, b Stokes.....	22
N. Lentz, b Brinton.....	0
Extras.....	5
<hr/>	
Totals.....	70

**Bowling Analysis****Haverford**

	B.	M.	R.	W.
Brinton.....	84	2	24	5
Maule.....	78	3	29	2
Stokes.....	17	0	16	1
Thomas.....	6	0	1	0

**Germantown British-Americans**

	B.	M.	R.	W.
White.....	54	1	32	2
Lane.....	54	2	18	2
Brookins.....	42	0	23	2
Hurford.....	12	0	8	1
Greenhald.....	18	0	10	1



## The Athletic Cabinet

### *Purpose.*

This group is selected from representative men in College, partly by appointment and partly by election and is organized (a) for conference upon important college athletic affairs, (b) for taking the initiative in important college innovations, and (c) for bringing into harmonious cooperation the various college athletic organizations. It shall act as college host to visiting alumni whenever opportunity presents, and shall investigate school conditions and, as far as consistent, influence school boys toward Haverford. It shall in no way influence college politics nor administer athletic finances, and shall act in advisory rather than executive capacity.

### *Membership.*

Its members shall consist of ten members, five of whom shall be the captains of the Football, Gymnasium, Soccer, Athletic, and Cricket teams respectively. Three members shall be elected each year by ballot of the retiring cabinet and the two remaining members named by the chairman (*ex-officio*), Dr. Babbitt. Election shall be regardless of class or other College membership.

The membership for 1912-1913 is as follows:

W. C. Longstreth	N. F. Hall
L. R. Thomas	F. M. Froelicher
J. Tatnall	P. C. Gifford
L. V. H. Thomas	H. W. Taylor
E. R. Rice	D. B. van Hollen
Dr. James A. Babbitt, <i>ex-officio</i>	

### *Meetings.*

Meetings shall be held upon the first Tuesday evening of each month upon the invitation of the *ex-officio* host, although special date may be changed upon special occasion, when conflicting with other College appointments.

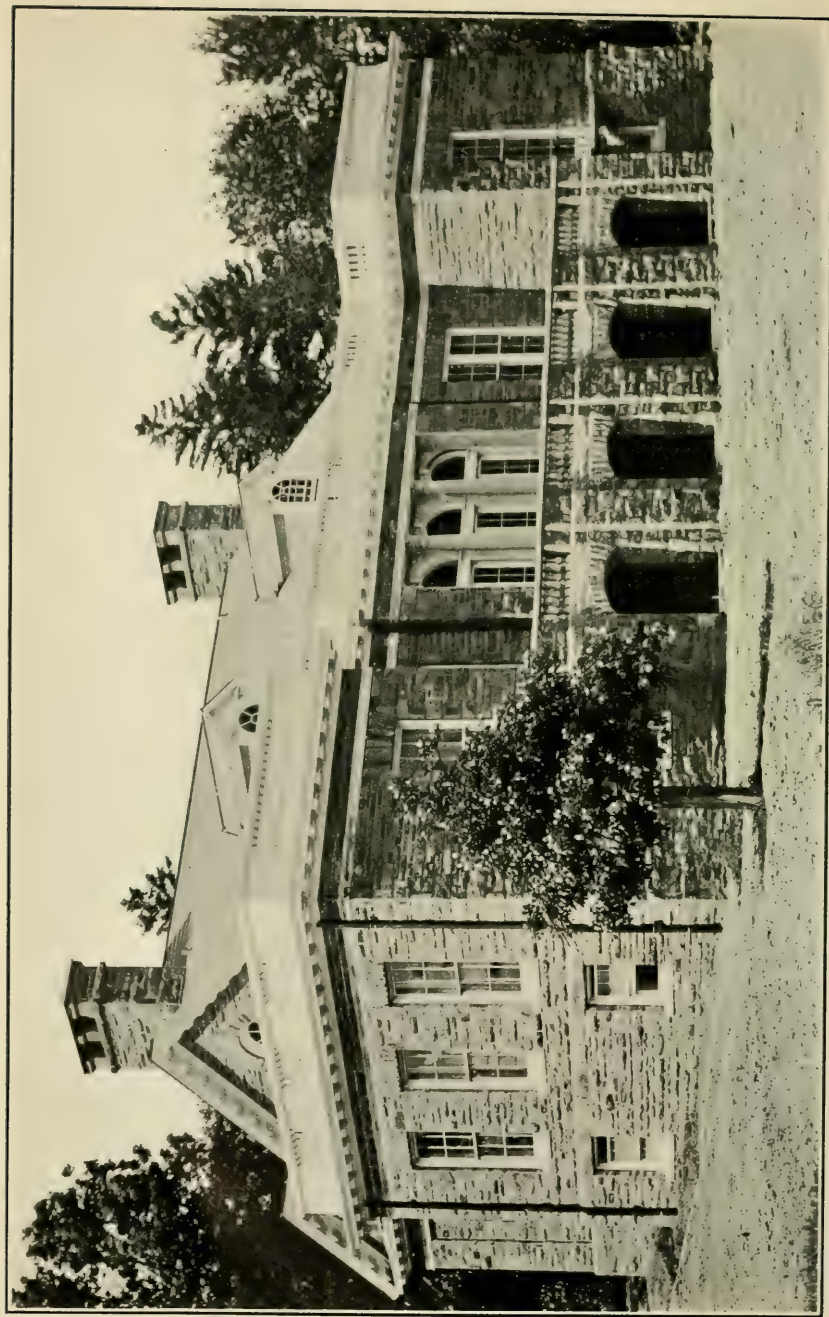
Special sessions may be arranged as need requires.

*Officers.*

Officers shall consist of a President and Secretary elected at the first meeting of the year. These two, with the Chairman *ex-officio*, shall constitute the Executive Committee.

*Special Functions.*

The Cabinet shall direct the various interscholastic meetings at the College when so desired; shall always be ready to assist at alumni gatherings at the College, and shall act as host at an annual gathering of "Cabinet Alumni" held during May.



THE MORRIS INFIRMARY











# HAVERFORD COLLEGE BULLETIN

VOL. XI

EIGHTH MONTH, 1913

No. 9

## Alumni Number



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Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.,  
as Second-Class Matter under Act of Congress of July 16th, 1894.



# Proceedings

of the

## Fifty-seventh Annual Meeting

of the

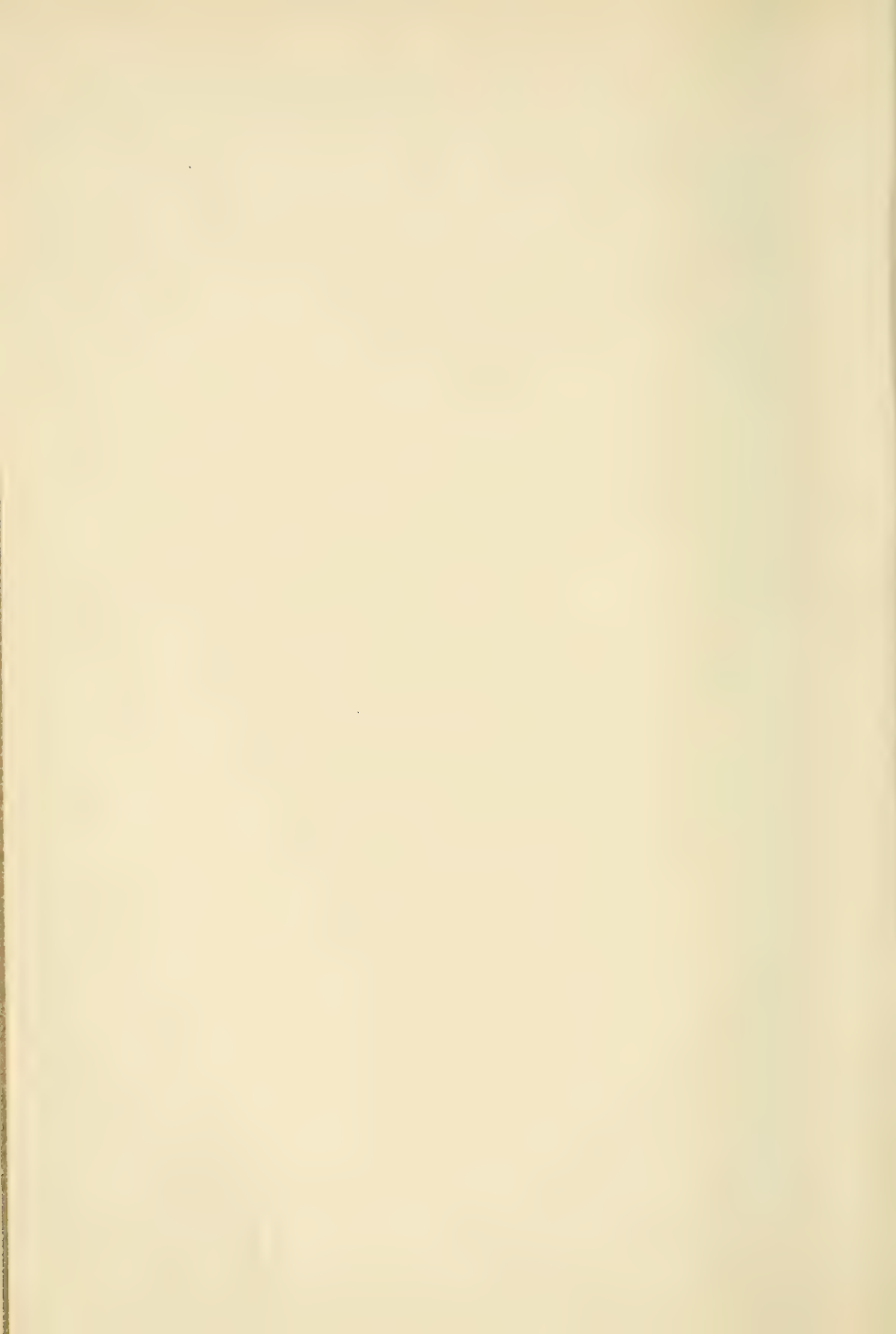
## Alumni Association

of

## Haverford College

Held in the Auditorium of the Haverford Union,

June 13, 1913.



OFFICERS ELECTED AT THE ANNUAL MEETING  
JUNE 13, 1913

*President*

HENRY COPE, '69

*Vice-Presidents*

ALEXANDER P. CORBIT, '80

HENRY H. GODDARD, '87

ROSWELL C. MCCREA, '97

*Executive Committee*

ALBERT L. BAILY, '78

LAWRENCE J. MORRIS, '89

W. NELSON L. WEST, '92

FRANCIS R. STRAWBRIDGE, '98

WILLIAM W. JUSTICE, JR., 1900

JOHN L. SCULL, '05

W. CHURCH LONGSTRETH, '13

*Treasurer*

EMMETT R. TATNALL, '07

*Secretary*

JOSEPH H. HAINES, '98



THE Fifty-seventh Annual Meeting of the Alumni Association of Haverford College was held on Friday, June 13, 1913, in the Auditorium of the Haverford Union. The meeting was called to order about 6.30 by the President, Parker S. Williams, '94, who presided.

On motion, duly seconded and carried, the roll call was omitted and the reading of the minutes, which had already been printed, was dispensed with.

The following report of the Executive Committee was read:

### REPORT OF EXECUTIVE COMMITTEE

*To the Alumni Association of Haverford College:*

Your Executive Committee respectfully reports as follows:

The regular duties of the Committee have received attention as usual, five full meetings of the Committee having been held during the year.

The twenty-sixth annual dinner of the Association was held at the Bellevue-Stratford Hotel on Saturday evening, January 25, 1913, and was attended by 225 persons—the largest number, we believe, who have ever assembled for this purpose.

The dinner was made the occasion of an appreciation of, and a tribute to, the services which President Sharpless has rendered the College, its students and Alumni, during his twenty-five years as President. A special committee was appointed to consider and plan for this celebration

and, working in conjunction with the dinner committee, arranged for the purchase and housing of a library on The Settlement and History of Pennsylvania, a subject especially interesting to President Sharpless, and also a complete set of fishing tackle, in which we believe the President is almost equally interested. The presentation of these gifts from the Alumni and the addresses united to make this a historic and notable occasion in the annals of the College.

The Association is indebted for addresses to the following speakers, all of whom, it will be noted, are Haverfordians: President Sharpless; Professor Ernest W. Brown, of Yale; Walter Brinton, '81; William W. Justice, Jr., 1900; William Draper Lewis, '88; David J. Reinhardt, '89; and to Parker S. Williams, '94, who presided.

The thanks of the Association are due to the special committee in charge of the dinner and particularly to their chairman, J. S. Stokes, '89, who spent no small portion of time and thought on all its details and to whom we are largely indebted for its success.

As usual the subscription of \$3.50 per plate was not sufficient to meet the expenses of the dinner and a deficit of \$109.13 has been met out of the general funds of the Association.

The Committee again employed a stenographer to report the addresses, which have since been published in the April number of the COLLEGE BULLETIN.

In accordance with the recommendation of last year's Committee the Bellevue-Stratford has been engaged for the last Saturday in January 1914, *i. e.*, January 31st, for the next annual dinner. And next year's Committee is recommended to do the same for 1915.

The arrangements for Alumni Day were placed in the hands of a special committee, of whose labors you are now in a position to judge.

The policy adopted last year of requesting every member of the Association to contribute to its funds and suggesting a scale of subscriptions proved so satisfactory that it was decided to continue it. Hereafter, therefore, the Treasurer's appeals for funds will be sent out with the notices of Alumni Day.

During the year the Treasurer, A. G. Scattergood, presented his resignation to the Committee and in his letter recommended that the new Treasurer take office before the subscriptions begin to come in, and also that the fiscal year of the Association be closed at the same time. Your Committee agreed with his recommendations, accepted his resignation, to take effect May 31st, and after consultation with the Committee to Nominate Officers appointed Emmett R. Tatnall, 1907, to fill the unexpired term. The Treasurer's account, therefore, has been closed as of May 31st, and his report will cover only to that time. Your Committee recommends that in the future the fiscal year of the Association begin June 1st.

In accordance with the report of the special committee submitted last year your Committee has attempted to formulate and carry out a plan for visiting the College and keeping in closer touch with the undergraduates, the details of which have been published in the COLLEGE BULLETIN. These visits have been very pleasant to the visiting Alumni, the courtesy of the undergraduates, their desire to know the point of view of the Alumni and to cooperate with them being very apparent.

We believe that these visits serve a useful purpose

and hope that next year the Committee may be enlarged as originally intended, so that more of the Alumni may be informed of the condition of the College and also that the influence of the Alumni may reach more of the undergraduates.

The further recommendation of the special committee to consider taking over the COLLEGE BULLETIN as an Alumni publication was carefully considered by a small committee, and it was determined, with the permission of the College authorities, to issue two or more numbers in addition to the general midsummer Alumni number of this publication as Alumni numbers. Dr. R. M. Gummere has been secured as editor for these numbers, the first of which appeared in December and the second in April. For the present we recommend the continuance of this plan.

The recommendation made at the last annual meeting by Edward Y. Hartshorne, '81, to have a representative of the Alumni Association on the Board of Managers of the College was carefully considered by your Committee. In view of the fact that at present twenty-two out of twenty-seven Managers are former students, we do not recommend any action by the Association.

Chairmen of all committees have been requested to prepare reports for this meeting.

The deaths of the following matriculates have come to the notice of the Secretary during the past year:

Albert K. Smiley, '49.....	December 2, 1912
Franklin B. Levis, '53.....	April 9, 1913
Bartholomew W. Beesley, '56.....	1911
William Congdon, Jr., '56.....	December 23, 1907

Townsend Sharpless Hunn, '56.....	November 7, 1912
Theodore H. Morris, '60.....	February 15, 1913
James Dennis, Jr., '64.....	September, 1909
Albin Garrett, '64.....	February 27, 1913
Howard Lippincott Haines, '64.....	April 16, 1913
Benjamin Taylor Longstreth, '69.....	November 11, 1912
Edwin Ford Schively, '80.....	August, 1912
Mahlon Z. Kirk, '94.....	1912
David A. Roberts, 1902.....	August 16, 1912
Irving White, 1903.....	July 6, 1906

For the Committee,

JOSEPH H. HAINES, *Secretary*.

On motion, duly seconded and carried, the report was accepted, the recommendation of the Committee in regard to the closing of the fiscal year May 31st adopted, and the further recommendations in regard to the date of the annual dinner in 1915 and the Visiting Committee referred to the incoming Executive Committee.

The Committee to Nominate Members to the Association presented the following names:

Thomas S. Gates, '93.	Samuel B. Sturgis, '12.
William C. Sharpless, '96.	Charles H. Wetzel, '12.
A. L. Biedenbach, '12.	Gregory Clement, '12.
Ralph L. Garner, '12.	Yan Cho Kwan, '12.
William W. Raub, '12.	

On motion, duly seconded and carried, the Secretary was instructed to cast an affirmative ballot for the election to membership of these gentlemen, and their election was thereupon announced.

The Treasurer then reported as follows:

### TREASURER'S REPORT

A. G. SCATTERGOOD, *Treasurer, in Account with Alumni Association of Haverford College, June 12, 1912, to May 31, 1913.*

DR.

To balance from last account.....	\$587.98
To Annual Subscriptions:	
1 for 1910.....	\$1.00
1 for 1911.....	1.00
132 for 1912.....	553.00
	<hr/> \$555.00
To 31 contributions to defray cost of album of photographs of Senior Classes.....	285.50
Interest on deposits.....	9.07
	<hr/> 849.57

CR.

\$1,437.55

By Alumni Day, 1912:

Supper.....	\$581.00
Campus Club Tea.....	75.00
Band.....	90.34
	<hr/> \$746.34
Postage and distributing 1,175 copies of Alumni number of COLLEGE BULLETIN..	61.75
Editorial work on two additional Alumni numbers of COLLEGE BULLETIN..	100.00
Deficit on Midwinter Dinner.....	109.13
Books for prize for Oratory, 1912.....	46.00
Lettering tablet for Cricket Pavilion.....	3.00
Cost of album of photographs of Senior Classes.....	285.50
Sundry printing, stenography, etc.....	8.26
	<hr/> \$1,359.98
Balance.....	77.57

Examined and found correct: \$1,437.55

M. ALBERT LINTON, }  
JOHN W. CADBURY, JR., } *Auditing Committee.*

PHILADELPHIA, June 3, 1913.



On motion, duly seconded and carried, the Treasurer's report was accepted.

The following report of the Committee to Nominate Officers and an Executive Committee was then presented:

### REPORT OF COMMITTEE TO NOMINATE OFFICERS

*To the Alumni Association of Haverford College:*

The Committee appointed for making nominations for officers and members of the Executive Committee for the ensuing year, held a meeting on June 5, 1913, and suggest the following gentlemen as nominees:

For President, one to be elected:

Henry Cope, '69.

For Vice-President, three to be elected:

Alexander P. Corbit, '80.

Henry H. Goddard, '87.

Roswell C. McCrea, '97.

For the Executive Committee, seven to be elected:

Albert L. Baily, '78.

Lawrence J. Morris, '89.

W. Nelson L. West, '92.

Francis R. Strawbridge, '98.

William W. Justice, Jr., 1900.

John L. Scull, '05.

W. Church Longstreth, '13.

The Committee also recommend for re-election, the following gentlemen:

For Treasurer, Emmett R. Tatnall, '07.

For Secretary, Joseph H. Haines, '98.

Respectfully submitted,

COMMITTEE ON NOMINATIONS,

THOMAS EVANS, *Chairman*.

ALFRED C. MAULE, *Secretary*.

On motion, duly seconded and carried, the report of the Nominating Committee was accepted, and the nominations approved by a *viva voce* vote, thus in accordance with the Constitution electing these gentlemen to the offices for which they were respectively nominated.

The Chairman of the Committee on Athletics presented the following report:

## REPORT OF ATHLETIC COMMITTEE

### CRICKET.

The First Eleven played seven games: Won three, lost three, and one drawn.

The Second Eleven played five games: Won two and lost three.

The Third Eleven played five games: Won three and lost two.

There were three games with the University of Pennsylvania in the Intercollegiate series, only one of which was won by Haverford.

A Canadian trip is scheduled starting with a match in New York on Saturday, June 14th, with games in Montreal, Hamilton and Toronto, with local and college Elevens. The Eleven should give a "good account" of itself, and needed stimulus and educational features will be forthcoming.

#### FOOTBALL.

A certain strenuous preacher on morals and pastimes, and an ex-President, says that college sports and battles should be entered into with spirit and abandon, just as though one "carried an extra neck in his pocket." Our Football Squad always does this, and our players are courageous, strenuous, well trained, and know how to take defeat.

The following are the games and scores:

Oct. 5.	Haverford.... 14	Delaware... 0 at Haverford.
Oct. 12.	Haverford.... 9	Stevens..... 0 at Haverford.
Oct. 19.	Haverford.... 0	Lehigh..... 55 at South Bethlehem.
Oct. 26.	Haverford.... 0	F. and M... 23 at Haverford.
Nov. 2.	Haverford.... 0	St. Johns... 13 at Haverford.
Nov. 9.	Haverford.... 0	Trinity..... 32 at Hartford, Conn.
Nov. 16.	Haverford.... 0	Rutgers..... 18 at Haverford.
Nov. 23.	Haverford.... 7	Carnegie.... 14 at Pittsburgh.

#### SOCCER.

There were played thirteen games by First Eleven: eight victories, two defeats and three ties. The Inter-collegiate matches resulted in a defeat by Harvard, tie games with Princeton, Penn State, and victories over Yale, Columbia, Pennsylvania and Cornell. Harvard won the championship; Haverford, second.

In addition to this the Second Team played thirteen games, with eight victories, two defeats and three ties.

The Third Team played eight games, and in the class games the championship was won by 1914.

#### TRACK.

Seventeen men made up the track team which developed into a really well-balanced and highly creditable aggregation. In meets with Lehigh they were defeated  $72\frac{1}{2}$  to  $39\frac{1}{2}$ ; with New York University they won 63 to 41; with Swarthmore they won  $57\frac{1}{2}$  to  $46\frac{1}{2}$ .

College records were made in the Pole Vault by Porter, 1913, who cleared the bar at 10 feet 10 inches, and by Edgerton, 1914, in the Discus Throw.

#### GYMNASIUM.

From December 17th to March 28th there were held the various Gymnasium events: Haverford defeating Columbia 28 to 26, and losing to Pennsylvania 30 to 24, and to Amherst 34 to 20.

#### PLANS FOR ATHLETIC FIELDS, ETC.

In our report last year we urged the adoption of a plan looking to the future requirements of our athletic fields, and upon Dr. Babbitt's further supplementing this idea, the meeting passed a resolution that the Alumni Athletic Committee in conjunction with the Committee of the Class of 1912, give consideration to this subject. Such consideration was given by a committee of twenty-five, and by special committees in consultation with President Sharpless and Dr. Babbitt, it was decided to

build a new Soccer Field adjoining Walton Field, and plans for a suitable stand on Walton Field were adopted, and contracts made for construction of same during the summer.

A committee was appointed to collect funds for these purposes, and further funds for improvements to the track, and to Walton Field, and repairs to the cricket shed and driveway extensions to approach athletic fields.

It is pleasing to note that the College has accepted the generous offer of Horace E. Smith to erect the spectator's stand as a memorial to his brother, Walter E. Smith.

The Soccer Field is about finished. Plans are laid for changing the running track to an exact quarter mile. The new track also contemplates a 220-yard straight-away course, all of which when completed will give Haverford the very finest track in America.

The thanks of the Committee are especially due to Oscar M. Chase for designing the track and field changes on Walton Field. Athletic authorities at University of Pennsylvania, Princeton and Yale have pronounced them "perfect."

Funds already in hand, and preliminary reports of the class collectors, lead us to believe that the needed funds for all these projects will be collected in due time.

Respectfully submitted,

JOSEPH W. SHARP, JR., *Chairman.*

On motion, duly seconded and carried, this report was accepted.

The following report of the Committee on the Oratorical Prize was then read:

### REPORT OF COMMITTEE ON ALUMNI ORATORICAL PRIZE

*To the Alumni Association of Haverford College:*

The Committee on the Alumni Oratorical Prize respectfully reports:

The annual contest for the Alumni Prize in Oratory was held in the Auditorium of the Haverford Union on Wednesday evening, May 21, 1913, following the contest in extemporaneous speaking for the Everett Medal.

The following members of the Committee were present: Messrs. Walter Brinton, Alfred Percival Smith, Louis J. Palmer, Harold Evans and the Chairman.

Messrs. B. Gordon Bromley, S. Burns Weston and A. R. Montgomery acted as judges, and the committee and the judges were entertained at dinner at the College.

The contestants all agreed to discuss the same subject in their orations this year, and the subject selected was "Woman Suffrage." The contestants were as follows:

Harold Schaeffer Miller, Philadelphia, Class 1914.

George Montgomery, Philadelphia, Class 1913.

Harry Offerman, Philadelphia, Class 1914.

Oliver Moore Porter, Philadelphia, Class 1913.

Carroll Dunham Champlin, Towanda, Pa., Class 1914.

John Brooks Woosley, North Carolina, Class 1913.

Mr. Bromley announced the unanimous decision of the judges awarding the prize to Oliver Moore Porter.



The Committee is gratified to report that there was a larger audience than for a number of years, and that a high standard of work was shown throughout the contest. It was a matter of regret to the Committee that Professor Hancock, to whom the credit for this result should be given, was unable to be present on account of ill health. The Committee would recommend that the plan of having all the contestants discuss in their orations some one subject of wide general interest be tried again.

On behalf of the Committee,

EDWARD Y. HARTSHORNE, *Chairman*.

JUNE 9, 1913.

On the conclusion of this report, which was duly accepted by motion, the President presented the bronze medal to Oliver Moore Porter, the winner of the contest.

The Committee on Hall of Fame in the Cricket Pavilion reported as follows:

#### REPORT OF COMMITTEE ON HALL OF FAME IN CRICKET PAVILION

*To the Alumni Association of Haverford College:*

The Committee on Hall of Fame in the Cricket Pavilion reports that during the past year it has had prepared and placed in the Cricket Pavilion a tablet containing the names of the 1912 XI. As yet, no satisfactory photograph of the Captain of that XI has been procured.

We suggest that the appropriation for next year be \$7 instead of the usual one of \$5, in order that the photograph of the Captain of the 1912 XI may be taken care of by next year's Committee.

On behalf of the Committee,

A. G. SCATTERGOOD, *Chairman*.

PHILADELPHIA, JUNE 2, 1913.

On motion, duly seconded and carried, the report was accepted with approval of the appropriation recommended.

The meeting then adjourned.

JOSEPH H. HAINES, *Secretary*.

## COMMITTEES FOR THE YEAR 1913-1914

Appointed by the Incoming President Subsequent to the  
Annual Meeting, June, 1913

## COMMITTEE TO NOMINATE MEMBERS TO THE ASSOCIATION.

Richard T. Cadbury, '72	David J. Reinhart, '89
<i>Chairman</i>	Oscar M. Chase, '94
William C. Lowry, '79	Dr. A. Lovett Dewees, '01
Walter P. Shipley, '81	Alexander G. H. Spiers, '02
	Lester R. Thomas, '13

COMMITTEE TO NOMINATE OFFICERS AND AN EXECUTIVE  
COMMITTEE.

Samuel Mason, '80	Parker S. Williams, '94
<i>Chairman</i>	Paul D. I. Maier, '96
Rufus M. Jones, '85	Walter C. Janney, '98
Frederic H. Strawbridge, '87	Henry S. Drinker, Jr., '00

## COMMITTEE ON ALUMNI ORATORICAL PRIZE.

Edward Y. Hartshorne, '81	Alfred Percival Smith, '84
<i>Chairman</i>	Louis J. Palmer, '94
Walter Brinton, '81	Edward W. Evans, '02

## COMMITTEE ON ATHLETICS.

Joseph W. Sharp, Jr., '88	Richard M. Gummere, '02
<i>Chairman</i>	Alexander C. Wood, Jr., '02
Charles J. Rhoads, '93	C. Christopher Morris, '04
Alfred M. Collins, '97	H. Norman Thorne, '04
Alfred G. Scattergood, '98	A. Glyndon Priestman, '05
Alfred C. Maule, '99	Thomas K. Brown, Jr., '06
Dr. Frederic C. Sharpless, '00	Dr. James A. Babbitt

## COMMITTEE TO AUDIT TREASURER'S REPORT.

John M. Okie, '93	Samuel W. Morris, '94
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## COMMITTEE ON HALL OF FAME IN CRICKET PAVILION.

Alfred G. Scattergood, '98	Harold Evans, '07
<i>Chairman</i>	James S. Ellison, '15





# HAVERFORD COLLEGE BULLETIN

Vol. XI.

Eighth Month, 1913

No. 9

## ALUMNI NUMBER SUPPLEMENT

Reference is made in the June annual report of the Alumni Committee on Athletics, to the progress made in developing the Athletic Fields.

Supplementing this, the committee are glad to report that the Smith Memorial Stand is completed and the old stand removed.

The funds to cover this, viz: \$5,000, were presented to the College by Horace E. Smith as a memorial to his brother Walter E. Smith.

The Class of Eighty-eight Athletic Field for Soccer or other sports is also completed.

The cost of this field, amounting to upwards of \$1,000, was met by the Class of Eighty-eight. A map or plan of the fields and present and proposed track accompanies this BULLETIN. It shows clearly and accurately the scope of the work decided upon.

There is at present about \$3,000 in hand or pledged to apply to building the new track, grading Walton Field, extending driveway to fields and parking space, and repairs to Cricket Shed.

No estimates of costs are at hand as yet, but it is evident that at least \$5,000 more will be needed.

Surely with the cost of the stand and the new Soccer Field taken care of, Haverford alumni generally should show their interest and give to the extent of their ability. If your class collector is unknown to you, write to Henry Cope, 1510 Walnut Street, Philadelphia, and tell him promptly of your approval of the plans, and pledge to him your subscription or increase the pledge already given, so that the work can be finished as outlined.

JOSEPH W. SHARP, JR.,  
*Chairman.*





# HAVERFORD COLLEGE BULLETIN

VOL. XII

TENTH MONTH, 1913

No. 1

Reports of the Board of Managers  
President of the College and  
Treasurer of the Corporation  
1912-1913



Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10, 1902, at Haverford, Pa.,  
as Second Class Matter under the Act of Congress of July 16, 1894



THE CORPORATION  
OF  
HAVERFORD COLLEGE

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REPORTS OF  
BOARD OF MANAGERS  
PRESIDENT OF THE COLLEGE  
TREASURER OF THE CORPORATION

*PRESENTED AT THE ANNUAL MEETING*

TENTH MONTH 14TH, 1913

---

THE JOHN C. WINSTON COMPANY  
PHILADELPHIA

## CORPORATION

### *President.*

T. WISTAR BROWN.....235 Chestnut St., Phila.

### *Secretary.*

J. STOGDELL STOKES.....Summerdale, Phila.

### *Treasurer.*

ASA S. WING.....409 Chestnut St., Phila.

### BOARD OF MANAGERS.

#### *Term Expires 1914.*

BENJAMIN H. SHOEMAKER.....205 N. Fourth St., Phila.

WALTER WOOD.....400 Chestnut St., Phila.

WILLIAM H. HAINES.....1136 Ridge Ave., Phila.

FRANCIS A. WHITE.....1221 N. Calvert St., Baltimore, Md.

JOHN M. WHITALL.....410 Race St., Phila.

ISAAC SHARPLESS.....Haverford, Pa.

MORRIS E. LEEDS.....4901 Stenton Ave., Germantown, Phila.

EDWARD W. EVANS.....711 Arcade Building, Phila.

#### *Term Expires 1915.*

JAMES WOOD.....Mt. Kisco, N. Y.

ABRAM F. HUSTON.....Coatesville, Pa.

SAMUEL L. ALLEN.....1101 Market St., Phila.

THOMAS F. BRANSON.....Rosemont, Pa.

SETH K. GIFFORD.....Moses Brown School, Providence, R. I.

CHARLES J. RHOADS.....Girard Trust Co., Phila.

DANIEL SMILEY.....Mohonk Lake, N. Y.

ALBERT L. BAILY.....30 S. 15th St., Phila.

#### *Term Expires 1916.*

JOHN B. GARRETT.....Rosemont, Pa.

FRANCIS STOKES.....Locust Ave., Germantown, Phila.

GEORGE VAUX, JR.....1606 Morris Building, Phila.

STEPHEN W. COLLINS.....63 Wall St., New York, N. Y.

FREDERIC H. STRAWBRIDGE.....801 Market St., Phila.

J. HENRY SCATTERGOOD.....648 Bourse Building, Phila.

JONATHAN M. STEERE.....Girard Trust Co., Phila.

L. HOLLINGSWORTH WOOD.....Mt. Kisco, N. Y.

T. WISTAR BROWN, *President*      CHARLES J. RHOADS, *Secretary*  
235 Chestnut St., Phila.      Girard Trust Co., Phila.

## STANDING COMMITTEES OF THE BOARD OF MANAGERS

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### *Executive Committee.*

GEORGE VAUX, JR.	JAMES WOOD
JOHN B. GARRETT	FREDERIC H. STRAWBRIDGE
ASA S. WING	JOHN M. WHITALL
CHARLES J. RHOADS	MORRIS E. LEEDS

### *Committee on Finance and Investments.*

WILLIAM H. HAINES	J. HENRY SCATTERGOOD
FRANCIS A. WHITE	CHARLES J. RHOADS

### *Committee on Accounts.*

FRANCIS STOKES	JONATHAN M. STEERE
J. STODDELL STOKES	EDWARD W. EVANS
ALBERT L. BAILY	

### *Library Committee.*

CHARLES J. RHOADS	WALTER WOOD
SETH K. GIFFORD	L. HOLLINGSWORTH WOOD

### *Committee on College Property and Farm.*

SAMUEL L. ALLEN	ABRAM F. HUSTON
FRANCIS STOKES	FREDERIC H. STRAWBRIDGE
JOHN M. WHITALL	DANIEL SMILEY

The President of the Corporation is *ex officio* a member of all standing committees.



# FACULTY

1913-1914

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ISAAC SHARPLESS, SC.D., LL.D., L.H.D.

President and Professor of Ethics.

ALLEN CLAPP THOMAS, A.M.

Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, PH.D.

John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, PH.D., LL.D., LITT.D.

Professor of English Literature.

HENRY SHERRING PRATT, PH.D.

David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.

Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., LITT.D.

Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.

Registrar and Instructor in Drawing.

ALBERT SIDNEY BOLLES, PH.D., LL.D.

Lecturer on Commercial Law and Banking.

DON CARLOS BARRETT, PH.D.

Professor of Economics.

\* ALBERT ELMER HANCOCK, PH.D.

Professor of English.

LEGH WILBER REID, PH.D.

Professor of Mathematics.

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\* Absent 1913-14.

*FACULTY.*

WILLIAM WILSON BAKER, PH.D.  
Associate Professor of Greek.

FREDERIC PALMER, JR., PH.D.  
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.  
Associate Professor of Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.  
Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.  
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.  
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.  
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.  
Instructor in German.

HENRY JOEL CADBURY, A.M.  
Instructor in Biblical Literature.

VICTOR OSCAR FREEBURG, A.M.  
Instructor in English.

WILLIAM OTIS SAWTELLE, A.M.  
Instructor in Physics.

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WILLIAM HENRY COLLINS, A.M.  
Superintendent of Buildings and Grounds.

HELEN SHARPLESS  
Assistant Librarian.

*HAVERFORD COLLEGE.*

CHARLES OTIS YOUNG, S.B.  
Assistant in the Chemical Laboratory

PAUL W. WEAVER  
Assistant in the Engineering Laboratory.

EDWARD EUGEN KRAUSS, S.B.  
Assistant in Physical Training.

## ANNUAL REPORT OF THE BOARD OF MANAGERS FOR THE YEAR 1912-1913

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*To the Corporation of Haverford College:*

The past year has been one of growth for Haverford College. The moral and intellectual life of the student body has advanced, the Faculty has gained in strength and efficiency, while the material side of the institution has grown through improvements and additions.

Though a large class graduated last spring, the College opens this fall with the largest enrolment in its history. The present system of entrance requirements results in a picked body of students who appreciate the facilities which Haverford College offers and respond to her good influences. It is our duty to train these men to think and act so that they may become leaders in the community which needs men of the best type in ever increasing numbers.

The useful addition to Lloyd Hall just completed, the gift of the late Justus C. Strawbridge and his sons, is a most timely and acceptable aid in the accommodation of students who are occupying it this term.

The happily unusual event of a fire occurred to Whitall Hall. The insurance was sufficient to cover the damage, and its usefulness is perhaps increased in the restoration.

## *HAVERFORD COLLEGE.*

The Managers welcome the return of Dean Frederic Palmer, Jr., who, after his year's leave of absence, resumes the duties heretofore performed.

During the College Year 1913-14 President Isaac Sharpless will reach the age at which he may retire under the rules of our Pension Fund, but your Managers are very glad to report that President Sharpless has agreed to continue in office. We hope that his visit to Japan this past summer has benefited him to such an extent as to warrant his remaining for many more years.

Financially the year has been a satisfactory one as shown by the Treasurer's Report. The expenses of the College have been within the income.

The funds of the Corporation have been increased about \$70,000, of which nearly \$43,000 was from proceeds of land sold for account of the Jacob P. Jones Endowment Fund and \$25,000 was added to the John Farnum Brown Fund for Bible Study and Religious Teaching by the founder of the fund.

The debt of the College is now \$89,787.63.

We desire to call your attention to the need of additional funds for the Library. It has not been possible to increase of late years the annual appropriations for the purchase of books and for binding in proportion to the growth of the Library. It is, therefore, desirable to increase the endowment funds of the Library and it is hoped that contributions will be made for this purpose.

The Managers recognize their duty to place on record a short report as evidence and recognition of their position as Trustees. But the life and the aspirations for fuller usefulness for the College is so ably outlined in

*MANAGERS' REPORT.*

the reports of President Sharpless, the Managers feel it is their privilege and duty to be brief.

The Managers desire to record their appreciation of the work of the Faculty and of all others connected with the institution.

By order of the Board.

T. WISTAR BROWN, *President.*

CHARLES J. RHOADS, *Secretary.*

PHILADELPHIA, PA., Tenth month 13th, 1913.



## PRESIDENT'S REPORT

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### *To the Board of Managers:*

**Attendance**      The President reports the register of attendance of students during the year 1912-13 as 166.

For 1913-14 there are now entered 175, of whom 51 are Freshmen and 8 are new admissions to the advanced classes.

There were graduated in 1913, 41 students, of whom 7 received the degree of Master of Arts, 24 of Bachelor of Arts and 11 of Bachelor of Science.

The increase of the numbers in the College in the past years has been somewhat fitful. There has often been a considerable growth followed by stationary or slightly declining number for a few years. By placing the figures in groups of five, however, we find a pretty steady gain for forty years past. In 1875-76 there were 43 students: in 1913-14, 175. The average attendance in the five year groups in intervening years is as follows:

1875-1879.....	52
1880-1884.....	76
1885-1889.....	95
1890-1894.....	98
1895-1899.....	112
1900-1904.....	128
1905-1909.....	150
1910-1913.....	164

## *PRESIDENT'S REPORT.*

At the same time the cash income from board and tuition exclusive of scholarships has increased from about \$18,000 in 1880 to \$57,000 in 1913.

Notwithstanding the addition of a new section to Lloyd Hall, our dormitory accommodations are about full, and there are thirteen students who live at home.

The Faculty changes for the coming year are not numerous. The Dean and Associate Professor of Physics, Frederic Palmer, Jr., returns after a year's absence, spent in teaching and study at Harvard, having received his degree of Doctor of Philosophy. Faculty  
Changes

William Otis Sawtelle, A.M. (Harvard), has been appointed Instructor in Physics, thus giving Dr. Palmer more time for the rather exacting duties of the Deanship.

Dr. Albert E. Hancock, on account of ill health, has been granted a year's leave of absence and Victor O. Freeburg, A.M. (Yale), has been appointed to the temporary position. These, with new laboratory assistants throughout, constitute the only changes in the teaching force.

The following lectures outside the regular courses have been given during the year.

Haverford Library Lecture:

"Christianity and the Modern Man," by Dr. Hugh Black, of the Union Theological Seminary: who also spent about a week in the College in various student meetings and conferences. 2nd mo. 24th, 1913.

## HAVERFORD COLLEGE.

Thomas Shipley Lectures on English Literature:

"Cow Boy Songs," by Professor John A. Lomax,  
of the University of Texas. 1st mo. 8th, 1913.

"The Future of Poetry," with readings, by Alfred  
Noyes. 4th mo. 10th, 1913.

Other Lectures:

"The Country, Natives and Big Game of East  
Africa," by Alfred M. Collins and E. Marshall Scull.  
1st mo. 13th, 1913.

"How the Italian Humanists Revived Greek Literature,"  
by Professor Dean P. Lockwood, Columbia  
University, N. Y. Lecture delivered under the  
auspices of the Classical Club. 4th mo. 3rd, 1913.

"Le réalism contemporain et les mœurs" (in  
French), by M. Firmin Roz, literary critic.  
4th mo. 9th, 1913.

Miscellaneous:

Presentation of Drinking Fountain by Mrs. Ernest  
Forster Walton in memory of her husband. Addresses  
by members of the Class of '90. 11th mo. 1st, 1912.

Recital by Luther Conradi, Pianist, under the  
auspices of the Music Study Club.  
12th mo. 3rd, 1912.

Piano and Mandolin Recital by members of the  
Music Study Club. 4th mo. 4th, 1913.

Junior Day. 4th mo. 18th, 1913.

Annual Contests in Public Speaking for the Everett  
Society Prize and for the Alumni Prize in Oratory.  
5th mo. 21st, 1913.

## *PRESIDENT'S REPORT.*

Senior Class Day.

6th mo. 12th, 1913.

Commencement Day. Commencement exercises in Roberts Hall, with address by President Edwin Erle Sparks, Ph.D., LL.D., of State College, Pennsylvania.

6th mo. 13th, 1913.

### MATERIAL IMPROVEMENTS

The College is in receipt of the donation of an appropriate Gateway, at the entrance to the new drive to the Morris Infirmary and Athletic Field, from the Class of 1909. This is erected as a memorial to a much-respected member of the class, George Smith Bard.

The Alumni have taken up the matter of improved facilities for games. Their aim is not so much to increase the opportunities for exciting matches with outside teams as to provide fuller facilities for a general participation in many kinds of recreation by our students. What we should aim at is to have every undergraduate engage in wholesome out-door exercise of a sort agreeable to him, every fit day of the college year. He would then gain a habit and a spirit which he would be likely to carry into his after life, to his physical and moral benefit.

This involves extensive and varied playing fields and while the plan of the Alumni as now outlined seems comprehensive, I do not believe that it will satisfy our wants for many years to come. Fortunately our large grounds

### *HAVERFORD COLLEGE.*

will give us ample resources for any future development.

The first step seemed to be to provide for the comparatively new game of Association football. A plot of ground 80 yards by 120 to the west of the Observatory has been graded at a cost of about \$1,000. The expense of this has been assumed by the Class of 1888 as a twenty-fifth anniversary gift to the College, and the work is nearly completed.

Horace E. Smith, '86, presented to the College the sum of \$5,000 to erect a spectators' stand outside the track, on Walton Field, in memory of his brother, Walter E. Smith, '89. This has also been completed during the past summer.

These two welcome gifts have made the larger plan in its essential details quite within the limits of accomplishment. This plan involves the widening and replacing of the running track; the leveling of Walton Field; the renovation and perhaps moving of the cricket shed; and the improvement of the approaches to the playing grounds.

A large number of smaller subscriptions have been made by various classes. At present it is uncertain whether the full program is provided for or not. But of the interest and aid of its Alumni in these matters, the management of the College is deeply appreciative.

On the night of 4th month 8th last, an unfortunate fire of unknown origin burned out

## *PRESIDENT'S REPORT.*

the second and third stories of Whitall Hall, with the mechanical and draughting equipment contained in them. The insurance companies have settled in full for the loss and the hall has been rebuilt and largely refurnished. It was possible to make certain improvements in the arrangements so that we are probably the better for the incident.

The prospect of an increasing number of students seemed to make necessary some additional dormitory accommodations. These have been supplied by the liberality of the family of the late Justus C. Strawbridge. He left an unconditioned bequest of \$10,000. This, with \$6,000 subscribed by his children, has enabled us to erect during the past summer a new section of Lloyd Hall. It is not now connected with the old building, but there is room for two sections between the old and the new buildings. These should be provided at an early date, as there is reason to believe that they will soon be needed. The cost of the remaining sections to make this connection and also to extend the hall eastward will be from \$10,000 to \$12,000 each.

During the year ending 9th month 30th, **Library** 1913, there were added to the Library, 1,491 volumes, of which 745 were bought, 297 were gifts from various persons, 10 were for the William H. Jenks Collection, 4 were exchanged for duplicates, 240 came from the United States Government "on deposit," and



*HAVERFORD COLLEGE.*

195 were periodicals and pamphlets bound. The total number of bound volumes in the Library on the above date was 60,849.

During the year 8,537 volumes were withdrawn for use outside the building. Of this number 5,400 (including 951 "over-night") were withdrawn by students, 2,522 by members of the Faculty and others connected with the College, and 602 by residents on the college grounds and others. The Library is under obligations to many friends for gifts.

During the early part of the year the Baur Library and the bound periodicals were removed to the new stack-room, and nearly all of the volumes on the main floor of the Library building were rearranged so that the various divisions of the classification should follow each other consecutively. The result has been greater convenience in consulting the volumes and in the general administration of the Library. The increased facilities afforded by the stack-room have been highly appreciated.

Through the kindness of the Carnegie Institution of Washington, D. C., the Library has received a set of its publications with the promise of furnishing copies of future publications. The value of this addition to the resources of the Library is great.

The College has recently received a valuable collection of manuscripts and letters bearing upon the social history of Quakerism. These

### *PRESIDENT'S REPORT.*

are the gift of Mrs. John Cookman, Susan Howland and Rachel S. Howland, and will be known as the "Gulielma M. Howland Collection," in memory of their mother, who was the daughter of Samuel Hilles, first principal of Haverford School. The letters and MSS. cover a period of about a century—1750 to 1850—chiefly from members of the Logan, Hill, Smith, Cox, Dillwyn, Morris and Wells families. There is besides a valuable letter—a duplicate in his own hand—from William Penn to the Princess Elizabeth of the Palatinate. James Logan and his family are well represented, and there are letters from many prominent Friends. Perhaps the largest single correspondent is Margaret Morris, daughter of Dr. Richard Hill, whose lively MS. Journal of the Revolution—1776-77—is here in the original, as is the material contained in the "Letters of the Hill Family," edited in 1854 by John Jay Smith. There are many other letters of much interest. The collection is of great value to the student of social history of a century ago.

Several rather expensive books are needed by the professors, for the purchase of which our funds are entirely inadequate. From \$1,000 to \$2,000 could be immediately expended with great advantage.

The new plan of entrance embracing partial examination and the presentation of a four years' school record, seems to give satisfactory

Entrance  
Examinations

## HAVERFORD COLLEGE.

results. Yale and Princeton have recently adopted similar arrangements. It seems to satisfy the needs of certain students whose preparation is undoubtedly ample, but who have not taken preliminary examinations and hence find themselves loaded up with the results of four years' work on which to pass examinations in three days. It is intended also to test rather the general ability of the candidate than his mastery of prescribed details.

### Engineering Course

The Engineering course at Haverford has never been rigidly technical. We require more of languages, literature and general science than is usual in such courses. Consequently there is less time for advanced experimental work. The course is recognized at its full value by technical colleges and its graduates are admitted to their advanced classes. It is not desirable that these general studies should be crowded out, for our graduates who go immediately into mechanical professions do not feel the lack of the higher technical training as much as they would the lack of a general scholarly outlook which they receive at Haverford. In view of these facts it may be desirable at some time in the near future to drop the announcement of an engineering course, as a separate line of study, from our catalogue. There will be ample opportunity to use our excellent little equipment in mechanics and electricity in courses

## *PRESIDENT'S REPORT.*

which are adjuncts to the course in general science, thus placing it in the same relation to the curriculum that Chemistry and Physics now occupy.

It should be understood that this suggestion does not involve the dropping of any instruction now given by the College, but rather merging the engineering subjects into our course for the degree of Bachelor of Science to be taken as electives. It would probably result at first in some diminution of numbers, for some applicants look no more deeply than the title and if they do not find the name "Engineering Course" at the head of the column decide to go elsewhere. It seems, however, to be rather more honest with our patrons to tell them exactly what we do, which would still be to prepare for the advanced years of professional courses in the universities or for general engineering positions; and would be more in harmony with the basic idea of Haverford which is and always has been, general rather than technical.

For many years the College has had the benefit of valuable lectures on serious subjects relating to life and religion from the leading scholars of the country. This has been made possible by the conditions connected with the John Farnum Brown Fund. Last year it was concluded to vary the method by asking the lecturer, Dr. Hugh Black, to spend a week here in residence at the College.

John Farnum  
Brown Fund

### HAVERFORD COLLEGE.

He spoke in various meetings and conferences and met the students individually to talk over their problems and difficulties. The results were such as to induce us to continue at least for another year the same plan.

#### New Chair of Sociology

The enlargement of this fund and the approval of the donor make it possible to look towards the regular employment of a teacher of social science beginning with the year 1914-15. Lectures to the Senior Class have been given by various specialists on some of the matters included under this head, for a few years past. The growing importance of the subject in its varied theoretical and practical ramifications is recognized by the establishment of many chairs in colleges and by special schools founded for such specific instruction. As Haverford now has the means to secure a man capable of filling such a chair, and as your Board at a recent meeting seemed to approve of the plan, I would propose at an early date to present to you the name of a satisfactory appointee, should such be found, and announce the foundation to possible students.

Haverford has no intention to establish a school of theology as ordinarily understood. But with our courses in the Bible, and in Philosophy, History, Languages and Economics, to which may be added this new branch of Sociology, all taught by men of reverence and scholarship, there may readily be such



## *PRESIDENT'S REPORT.*

scholastic inducements offered as would attract men, who, though not wishing to be professional preachers, still desire their lives to count seriously in Christian work of some kind.

These opportunities should be announced in such a way as to bring them to the attention of the many young men who are now interested in making themselves useful to the church and to humanity and want the best instruction to be gained, illustrated by practical applications.

The great claim which is usually made for a small college is that a considerable personal intellectual and social influence is exerted upon the students by the teachers. After an institution or a class reaches a certain size, all that can be done in the majority of cases is to lecture and examine. Much of course is gained in this way by open-minded and earnest young men. But the near contact of mature with immature mind and character, the stimulation of ambitions, the guidance in lines of study, the contagion of high morality and of spiritual experience, all of these are more potent in a much closer intercourse than is possible in the formal class-room exercises.

**Personal  
Influence**

From the expression of many parents there is no doubt that this is expected of us perhaps in a rather unusual degree at Haverford. Some students in the past have apparently felt the benefit of it and have passed down the word and we are often met by requests, not un-



## *HAVERFORD COLLEGE.*

welcome, to give a young Freshman something more than the normal instruction of the class room. We are asked to see to his habits, and to direct his development, and to look on him as a person rather than a piece of our machinery.

The time has passed to attempt this alone by restrictions and limitations which seriously abridge his out-of-school liberties. But we recognize the duty to meet the demand, and are desirous to make our arrangements so as to effect the result desired. It is a matter that should be somewhat spontaneous rather than mechanical and consequently depends on the willingness and ability of the professors to make themselves felt as influential factors in the student development. Such qualifications should have some weight in the selection and promotion of men for our faculty positions. We are blessed with great harmony of action at the College, within the Faculty and in their relations to the students, and this ought to bring results such as our patrons seem to desire and have a right to expect.

ISAAC SHARPLESS.

Tenth Month 10th, 1913.

## PUBLICATIONS OF THE FACULTY

1912-1913

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BABBITT, JAMES A.—*Athletic Number*, Haverford College Bulletin, Vol. XI, No. 8, June, 1913, pp. 91.

*Nasal Polyyps and their Variation*. Reprint from Annals of Laryngology, Otology and Rhinology, pp. 8.

*Submucous Resection of the Nasal Septum*. Reprint from the Medical Times, pp. 6.

BAKER, WILLIAM W.—*Philology and Archæology*. Classical Weekly, Vol. VI, No. 18, March 8, 1913, pp. 142-143.

*A Vase Fragment from Vari*. American Journal of Archæology, Vol. XVII, No. 2, 1913, pp. 206-209.

*Some of the Less Known Manuscripts of Xenophon's Memorabilia*. Transactions of the American Philological Association, Vol. XLIII, 1912, pp. 143-172.

BARRETT, DON C.—Review of Fetter's *Source Book in Economics*. The American Economic Review, Vol. III, No. 1, March, 1913, pp. 91-93.

Review of Bendix's *The Aldrich Plan in the Light of Modern Banking*. The American Economic Review, Vol. III, No. 2, June, 1913, pp. 405-406.

Review of Sumner's *How to Invest when Prices are Rising*. The American Economic Review, Vol. III, No. 2, June, 1913.

BOLLES, ALBERT S.—*Gold and Prices*. The North American Review, Vol. 198, July, 1913, pp. 40-49.

HAVERFORD COLLEGE.

GUMMERE, FRANCIS B.—*The Mother-in-Law*. Anniversary Papers by Colleagues and Pupils of George Lyman Kittredge. Ginn and Co., Boston, 1913, pp. 15-24.

Review of *English Lyrical Poetry from its Origin to the Present Time*, by Edward Bliss Reed. Yale Review, Vol. II, No. 2, January, 1913, pp. 355-359.

GUMMERE, RICHARD M.—*Further Notes on the Seneca Tradition*. Proceedings of the American Philological Association, Vol. 43, 1912-1913.

JONES, RUFUS M.—*Caspar Schwenckfeld*. Hartford Seminary Record, Vol. XXIII, No. 2, April, 1913, pp. 99-113.

*A Forgotten Hero of the Reformation*. The Constructive Quarterly, Vol. I, No. 2, June, 1913, pp. 412-423.

*Religion as Appreciation*. Friends' Quarterly Examiner, No. 185, First Month, 1913, pp. 9-15.

KELSEY, RAYNER W.—*War with Mexico*. The Nation, Vol. 96, No. 2488, March 6, 1913, p. 229.

Review of Smith's *The Annexation of Texas*. Annals of the American Academy of Political and Social Science, Vol. 44, No. 133, November, 1912, pp. 189-190.

Review of Braithwaite's *The Beginnings of Quakerism*. Annals of the American Academy of Political and Social Science, Vol. 45, No. 134, January, 1913, pp. 273-274.

*The Great Revival Among Friends*. A series of editorials in The American Friend, Vol. 19, Nos. 48-51, November-December, 1912, pp. 760-761, 776-777, 792-793, 808-809.

PUBLICATIONS.

PRATT, HENRY S.—*The Trematode Parasites of the Logger-head Turtle*. Science, Vol. 37, No. 946, February, 1913, pp. 264-265.

SPIERS, A. GUY H.—*Recent French Grammars*. Modern Language Notes, Vol. 28, No. 4, April, 1913, pp. 107-118.

*Discours prononcé au congrès de la Fédération de l'Alliance Française*. Compte Rende du Congrès de Langue et de Littérature Française, New York, 1913.

THOMAS, ALLEN C.—*History of England*. D. C. Heath and Co., Boston, 1913, pp. 651.

*History of Pennsylvania*. D. C. Heath and Co., Boston, 1913, pp. 312.

# SUMMARY OF THE ACCOUNT OF THE TREASURER OF THE CORPORATION OF HAVERFORD COLLEGE

For the Year ending Eighth mo. 31st, 1913.

## RECEIPTS.

### Income from investments:

General Endowment Fund.....	\$5,182.07
Thomas P. Cope Fund.....	322.01
Edward Yarnall Fund.....	300.80
Alumni Library Fund.....	831.30
Isaiah V. Williamson Fund.....	995.91
John Farnum Memorial Fund.....	1,855.49
John M. Whitall Fund.....	486.54
Richard T. Jones Scholarship Fund.....	225.00
David Scull Fund.....	1,972.00
Edward L. Scull Fund.....	562.41
Wistar Morris Memorial Fund.....	208.26
Mary Farnum Brown Library Fund.....	1,558.02
Mary M. Johnson Scholarship Fund.....	371.06
Sarah Marshall Scholarship Fund.....	353.21
Israel Franklin Whitall Fund.....	594.77
Jacob P. Jones Endowment Fund.....	43,466.93
Clementine Cope Fellowship Fund.....	1,188.30
John Farnum Brown Fund for Bible Study and Religious Teaching.....	8,762.01
Ellen Wain Fund.....	542.88
Clementine Cope Endowment Fund.....	1,072.55
Nathan Branson Hill Trust.....	5.20
Thomas Shipley Fund.....	229.50
Elliston P. Morris Fund.....	46.75
Joseph E. Gillingham Fund.....	2,449.79

## TREASURER'S REPORT.

President Sharpless Fund.....	\$2,316.99	
Henry Norris Fund.....	221.87	
William P. Henszey Fund.....	1,794.52	
Jacob P. Jones Benefit Fund.....	3,129.26	
Pliny Earle Chase Memorial Fund.....	214.31	
Special Endowment Fund.....	490.00	
Special Library Fund.....	245.00	
Haverford College Pension Fund.....	681.65	
Infirmity Endowment Fund.....	431.70	
John W. Pinkham Fund.....	208.32	
Justus C. Strawbridge Fund.....	614.11	
	<hr/>	\$83,930.49
Board and tuition, cash.....	\$51,021.10	
Board and tuition, scholarships.....	16,025.00	
	<hr/>	67,046.10
Board and tuition for succeeding year.....		2,400.00
Board of professors.....		1,232.90
Rents.....		3,002.06
Stationery, etc.....		1,420.95
Income credited to Contingent Account.....		379.84
Receipts for account of previous years.....		1,604.62
Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund.....		42,812.02
Donations:		
For new Science Hall equipment.....	\$250.00	
To increase John Farnum Brown Fund.....	25,412.50	
For Library improvements.....	1,566.41	
For Spectators' Stand.....	5,000.00	
For Section E, Lloyd Hall.....	1,700.00	
For Soccer Field.....	827.00	
For Driveway.....	775.00	
For salaries, scholarships, etc.....	828.15	
	<hr/>	36,359.06
Money borrowed temporarily.....		146,500.00
Received for Insurance on Whitall Hall.....		6,178.27



## HAVERFORD COLLEGE.

### Investments realized:

General Endowment Fund.....	\$11,000.00	
Thomas P. Cope Fund.....	900.00	
Isaiah V. Williamson Fund.....	3,000.00	
John Farnum Memorial Fund.....	4,000.00	
Jacob P. Jones Endowment Fund.....	66,488.65	
Clementine Cope Fellowship Fund.....	500.00	
President Sharpless Fund.....	3,000.00	
Jacob P. Jones Benefit Fund.....	500.00	
Haverford College Pension Fund.....	300.00	
Infirmary Endowment Fund.....	3,000.00	
John W. Pinkham Fund.....	5,000.00	
Justus C. Strawbridge Fund.....	10,000.00	
	<hr/>	\$107,688.65
Balance on hand Eighth month 31, 1912:		
In the hands of the President.....	\$2,051.69	
In the hands of the Treasurer.....	156.30	
	<hr/>	2,207.99
		<hr/>
		\$502,762.95
		<hr/> <hr/>

### PAYMENTS.

Salaries.....	\$58,500.00
Provisions.....	18,925.65
Wages.....	13,435.12
Repairs and improvements.....	5,078.18
Fuel and lights.....	6,633.84
Interest.....	3,997.96
Family expenses and furniture.....	3,205.37
Lawn and garden.....	3,171.19
Taxes.....	2,571.15
Incidentals.....	255.20
Farm.....	363.23
Scientific equipment.....	263.51
Infirmary.....	2,348.92
Gymnasium, etc.....	576.89
Printing and advertising.....	1,687.44

## *TREASURER'S REPORT.*

Insurance.....	\$851.35	
Books, etc., from income Alumni Library Fund	901.14	
Books, etc., from Special Receipts for the Library.....	506.46	
Books, etc., from income Special Library Fund.....	148.83	
Books, etc., from income Mary Farnum Brown Library Fund.....	826.03	
Lectures from income Mary Farnum Brown Library Fund.....	450.00	
Lectures from income Thomas Shipley Fund...	150.00	
Annuity from Pliny Earle Chase Memorial Fund.....	100.00	
Prizes from income John B. Garrett Reading Prize Fund.....	89.16	
Prize from income Elliston P. Morris Fund....	80.00	
Prizes from income John Farnum Brown Fund.	145.98	
Expense of President and wife for travel.....	1,500.00	
		<hr/> \$126,762.60
Scholarships and Fellowships:		
Income General Endowment Fund.....	\$1,800.00	
Income Thomas P. Cope Fund.....	300.00	
Income Edward Yarnall Fund.....	300.00	
Income Isaiah V. Williamson Fund.....	1,200.00	
Income Richard T. Jones Scholarship Fund..	225.00	
Income Mary M. Johnson Scholarship Fund.	400.00	
Income Sarah Marshall Scholarship Fund...	500.00	
Income Jacob P. Jones Endowment Fund...	9,200.00	
Income Clementine Cope Fellowship Fund..	1,400.00	
Income Joseph E. Gillingham Fund.....	800.00	
		<hr/> 16,125.00
Paid from Legacy of Justus C. Strawbridge on account of Section E, Lloyd Hall.....	10,000.00	
Paid from Insurance Money received toward restoring Whitall Hall.....	4,137.39	

## HAVERFORD COLLEGE.

### Paid out of Donation Account:

For new Science Hall and equipment.....	\$582.29
For Library improvements.....	5,993.01
For Spectators' Stand.....	2,022.90
For Driveway.....	1,228.68
For Soccer Field.....	1,073.70
For salaries, scholarship, etc.....	1,306.43
	<hr/>
	\$12,207.01

Paid temporarily on account of loans, out of funds awaiting investment.....	157,000.00
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### Investments made:

General Endowment Fund.....	\$10,448.94
Thomas P. Cope Fund.....	992.40
Isaiah V. Williamson Fund.....	2,923.40
John Farnum Memorial Fund.....	3,890.00
Jacob P. Jones Endowment Fund.....	110,160.08
Clementine Cope Fellowship Fund.....	974.47
John Farnum Brown Fund for Bible Study and Religious Teaching.....	26,385.00
President Sharpless Fund.....	2,977.20
Haverford College Pension Fund.....	8,404.11
Infirmary Endowment Fund.....	2,977.20
John W. Pinkham Fund.....	4,960.50
	<hr/>
	\$175,093.30

### Balance on hand Eighth month 31, 1913:

In the hands of the President.....	\$1,278.57
In the hands of the Treasurer.....	159.08
	<hr/>
	1,437.65
	<hr/>
	\$502,762.95
	<hr/>

## FINANCIAL STATEMENT

For the Year ending Eighth month 31, 1913.

Expenses of running the College, as per foregoing statement of the Treasurer.....	\$126,762.60
Charged off for cost of barn and President Sharpless's house improvements.....	3,000.00
	<hr/> \$129,762.60
Net cash receipts for board and tuition, rents, farm and from all other sources connected with the business of the College.....	58,792.23
	<hr/>
Leaving a deficiency of.....	\$70,970.37
Income from Invested Funds and Donations applicable to Scholarships and running expenses.....	74,691.03
	<hr/>
Leaving to reduce deficiencies for the previous years...	\$3,720.66

## REPORT ON EACH FUND

### THOMAS P. COPE FUND.

Founded 1842.

Par value of invested funds.....	\$6,100.00
Principal uninvested.....	.12
	<hr/>
Total fund.....	\$6,100.12
Income on hand at beginning of year.....	\$38.50
Income received during the year.....	322.01
	<hr/>
	360.51
Paid for the Thomas P. Cope Scholarships.....	300.00
	<hr/>
Income on hand at end of the year.....	\$60.51

## HAVERFORD COLLEGE.

### GENERAL ENDOWMENT FUND.

Established 1847 and increased from time to time since.

Par value of invested funds.....	\$103,600.00
Principal uninvested.....	677.68
<hr/>	
Total fund.....	\$104,277.68
Income received during the year.....	5,182.07
Paid for scholarships.....	\$1,800.00
Paid for general college expenses.....	3,382.07
<hr/>	
	5,182.07

### EDWARD YARNALL FUND.

Founded 1860.

Par value of invested funds.....	\$6,100.00
Principal uninvested.....	47.46
<hr/>	
Total fund.....	\$6,147.46
Income on hand at beginning of year.....	\$98.50
Income received during year.....	300.80
<hr/>	
	399.30
Paid for the Edward Yarnall Scholarships.....	300.00
<hr/>	
Income on hand at end of year.....	\$99.30

### ALUMNI LIBRARY FUND.

Established by the Alumni Association, 1863.

Par value of invested funds.....	\$18,650.00
Principal uninvested.....	153.12
<hr/>	
Total fund.....	\$18,803.12
Income on hand at beginning of year.....	\$1.14
Income received during the year.....	831.30
<hr/>	
	832.44
Paid for books, etc.....	901.14
<hr/>	
Income overdrawn at end of year.....	\$68.70

## *TREASURER'S REPORT.*

### **ISAIAH V. WILLIAMSON FUND.**

**Founded 1876 and increased 1883.**

Par value of invested funds.....	\$21,800.00
Principal uninvested.....	408.40
<hr/>	
Total fund.....	\$22,208.40
Income on hand at beginning of year.....	\$318.15
Income received during the year.....	995.91
<hr/>	
	1,314.06
Paid for scholarships.....	1,200.00
<hr/>	
Income on hand at end of year.....	\$114.06

### **JOHN FARNUM MEMORIAL FUND.**

**Established 1878, increased by Legacy of Elizabeth H. Farnum  
in 1899.**

Par value of invested funds.....	\$41,200.00
Principal uninvested.....	185.30
<hr/>	
Total fund.....	\$41,385.30
Income received during the year.....	1,855.49
Paid toward support of Chair endowed by this fund....	1,855.49

### **JOHN M. WHITALL FUND.**

**Founded in 1880.**

Par value of invested funds.....	\$10,500.00
Principal uninvested.....	222.46
<hr/>	
Total fund.....	\$10,722.46
Income received during the year.....	486.54
Appropriated for salaries.....	486.54

### **RICHARD T. JONES SCHOLARSHIP FUND.**

**Founded by Will of Jacob P. Jones, 1885.**

Par value of the fund.....	\$5,000.00
Income received during the year.....	225.00
Paid for Richard T. Jones Scholarship.....	225.00



*HAVERFORD COLLEGE.*

**DAVID SCULL FUND.**

**Founded 1885.**

Par value of invested funds.....	\$47,200.00
Principal uninvested.....	116.12
<hr/>	
Total fund.....	\$47,316.12
Income received during the year.....	1,972.00
Paid toward salaries, etc.....	1,972.00

**EDWARD L. SCULL LEGACY.**

**Received in 1885.**

Par value of invested funds.....	\$11,600.00
Principal uninvested.....	597.48
<hr/>	
Total fund.....	\$12,197.48
Income received during the year.....	562.41
Appropriated for salaries.....	562.41

**WISTAR MORRIS MEMORIAL FUND.**

**Founded 1892.**

Par value of invested funds.....	\$5,000.00
Income received during the year.....	208.26
Appropriated for salaries.....	208.26

**MARY FARNUM BROWN LIBRARY FUND.**

**Founded 1892.**

Par value of invested funds.....	\$34,400.00
Amount uninvested.....	593.00
<hr/>	
Total fund.....	\$34,993.00
Income received during the year.....	\$1,558.02
Income overdrawn at beginning of year.....	48.53
<hr/>	
	1,509.49
Income appropriated for books, etc.....	\$826.03
Income appropriated for lectures.....	450.00
Transferred to principal.....	233.46
<hr/>	
	1,509.49

## *TREASURER'S REPORT.*

### **MARY M. JOHNSON SCHOLARSHIP FUND.**

**Founded 1897.**

Par value of invested funds.....	\$8,000.00
Amount uninvested.....	395.00
<hr/>	
Total fund.....	\$8,395.00
Income on hand at beginning of year.....	\$70.46
Income received during the year.....	371.06
<hr/>	
	441.52
Paid for Mary M. Johnson Scholarships.....	400.00
<hr/>	
Income on hand at end of year.....	\$41.52

### **SARAH MARSHALL SCHOLARSHIP FUND.**

**Founded 1897.**

Par value of invested funds.....	\$7,700.00
Amount uninvested.....	71.19
<hr/>	
Total fund.....	\$7,771.19
Income on hand at beginning of the year.....	\$197.88
Income received during the year.....	353.21
<hr/>	
	551.09
Paid for Sarah Marshall Scholarships.....	500.00
<hr/>	
Income on hand at end of the year.....	\$51.09

### **ISRAEL FRANKLIN WHITALL FUND.**

**Founded 1896.**

Par value of invested funds.....	\$12,500.00
Amount uninvested.....	46.87
<hr/>	
Total fund.....	\$12,546.87
Income received during the year.....	594.77
Appropriated for salaries.....	594.77

*HAVERFORD COLLEGE.*

**JACOB P. JONES ENDOWMENT FUND.**

**Founded 1897.**

Par value of invested funds.....	\$895,100.00
Amount uninvested.....	1,729.22
<hr/>	
Total fund.....	\$896,829.22
Income received during the year.....	43,466.93
Appropriated for scholarships.....	\$9,200.00
Appropriated for general expenses.....	34,266.93
<hr/>	
	43,466.93

**CLEMENTINE COPE FELLOWSHIP FUND.**

**Founded 1899.**

Par value of invested funds.....	\$25,100.00
Amount uninvested.....	132.98
<hr/>	
Total fund.....	\$25,232.98
Income on hand at beginning of the year....	\$1,416.33
Income received during the year.....	1,188.30
<hr/>	
	2,604.63
Paid for fellowships.....	1,400.00
<hr/>	
Income on hand at end of year.....	\$1,204.63

**JOHN FARNUM BROWN FUND FOR BIBLE STUDY AND  
RELIGIOUS TEACHING.**

**Founded 1900 and increased later.**

Par value of invested funds.....	\$237,700.00
Less over investment.....	56.47
<hr/>	
Total fund.....	\$237,643.53
Income received during the year.....	\$8,762.01
Income appropriated for salaries.....	\$7,700.00
Income paid for prizes.....	145.98
Income transferred to principal.....	916.03
<hr/>	
	8,762.01

## **TREASURER'S REPORT.**

### **ELLEN WALN FUND.**

**Founded 1900.**

Par value of invested funds.....	\$11,000.00
Amount uninvested.....	97.10
<hr/>	
Total fund.....	\$11,097.10
Income received during the year.....	542.88
Income appropriated for general expenses.....	542.88

### **CLEMENTINE COPE ENDOWMENT FUND.**

**Founded 1904.**

Par value of invested funds.....	\$31,000.00
Amount uninvested.....	108.75
<hr/>	
Total fund.....	\$31,108.75
Income received during the year.....	1,072.55
Income appropriated for general expenses.....	1,072.55

### **THOMAS SHIPLEY FUND.**

**Founded 1904.**

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	225.00
<hr/>	
Total fund.....	\$5,225.00
Income on hand at beginning of the year.....	\$711.00
Income received during the year.....	229.50
<hr/>	
	940.50
Income appropriated for lectures.....	150.00
<hr/>	
Income on hand at end of the year.....	\$790.50

### **NATHAN BRANSON HILL TRUST.**

**Fund Established in 1904, held in trust by Minneapolis Trust Company, Minneapolis, Minn.**

Income received during the year.....	\$5.20
Income appropriated for general expenses.....	5.20

*HAVERFORD COLLEGE.*

**ELLISTON P. MORRIS FUND.**

**Founded 1906.**

Par value of invested funds.....	\$1,000.00
Amount uninvested.....	188.75
<hr/>	
Total fund.....	\$1,188.75
Income on hand at beginning of year.....	\$145.78
Income received during the year.....	46.75
<hr/>	
	192.53
Appropriated for prize.....	80.00
<hr/>	
Income on hand at end of the year.....	\$112.53

**JOSEPH E. GILLINGHAM FUND.**

**Founded 1907.**

Par value of invested funds.....	\$53,000.00
Amount uninvested.....	117.25
<hr/>	
Total fund.....	\$53,117.25
Income received during the year.....	2,449.79
Income appropriated for scholarships.....	\$800.00
Income appropriated for general expenses....	1,649.79
<hr/>	
	2,449.79

**PRESIDENT SHARPLESS FUND.**

**Founded 1907.**

Par value of invested funds.....	\$44,000.00
Amount uninvested.....	179.49
<hr/>	
Total fund.....	\$44,179.49
Income received during year.....	2,316.99
Income added to Haverford College Pension Fund.....	2,316.99

## **TREASURER'S REPORT.**

### **HENRY NORRIS FUND.**

**Founded 1907.**

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	37.17
<hr/>	
Total fund.....	\$5,537.17
Income received during year.....	221.87
Income appropriated for general expenses.....	221.87

### **JOHN B. GARRETT READING PRIZE FUND.**

**Founded 1908.**

Par value of fund, all invested.....	\$2,000.00
Income on hand at beginning of year.....	228.17
Paid during the year for prizes.....	89.16
<hr/>	
Income on hand at end of the year.....	\$139.01

### **WILLIAM P. HENSZEY FUND.**

**Founded 1908 by Gift. Increased 1909 by Legacy.**

Par value of invested funds.....	\$36,500.00
Principal uninvested.....	150.60
<hr/>	
Total fund.....	\$36,650.60
Income received during the year.....	1,794.52
Income added to Haverford College Pension Fund.....	1,794.52

### **JACOB P. JONES BENEFIT FUND.**

**Founded 1909 from proceeds of land sold for account Jacob P. Jones Legacy.**

Par value of invested funds.....	\$63,400.00
Amount uninvested.....	921.89
<hr/>	
Total fund.....	\$64,321.89
Income received during the year.....	3,129.26
Income added to Haverford College Pension Fund.....	3,129.26



## HAVERFORD COLLEGE.

### PLINY EARLE CHASE MEMORIAL FUND.

Founded 1909.

Par value of invested funds.....	\$4,300.00
Amount uninvested.....	90.24
<hr/>	
Total fund.....	\$4,390.24
Income received during the year.....	214.31
Income paid to annuitant.....	\$100.00
Income added to Haverford College Pension Fund.....	114.31
<hr/>	
	214.31

### SPECIAL ENDOWMENT FUND.

Founded 1909.

Par value of funds, all invested.....	\$12,000.00
Income received during the year.....	490.00
Income on hand at the end of year.....	490.00

### SPECIAL LIBRARY FUND.

Founded 1910.

Par value of fund, all invested.....	\$5,000.00
Income on hand at beginning of the year....	\$75.87
Income received during the year.....	245.00
<hr/>	
	320.87
Income used for purchase of books, etc.....	148.83
<hr/>	
Income on hand at end of the year.....	\$172.04

### HAVERFORD COLLEGE PENSION FUND.

Founded 1910.

Par value of invested funds.....	\$23,600.00
Principal uninvested.....	609.91
<hr/>	
Total fund.....	\$24,209.91
Income received during the year.....	681.65
Income added to the principal.....	681.65

## *TREASURER'S REPORT.*

### **INFIRMARY ENDOWMENT FUND.**

**Founded 1911.**

Par value of invested funds.....	\$9,000.00
Amount uninvested.....	650.14
<hr/>	
Total fund.....	\$9,650.14
Income received during year.....	431.70
Income appropriated to maintenance of Infirmary.....	431.70

### **JOHN W. PINKHAM FUND.**

**Founded 1911.**

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	59.50
<hr/>	
Total fund.....	\$5,059.50
Income received during year.....	208.32
Income appropriated to maintenance of Infirmary.....	208.32

### **SUMMARY OF THE FUNDS.**

General Endowment Fund.....	\$104,277.68
Thomas P. Cope Fund.....	6,100.12
Edward Yarnall Fund.....	6,147.46
Alumni Library Fund.....	18,803.12
Isaiah V. Williamson Fund.....	22,208.40
John Farnum Memorial Fund.....	41,385.30
John M. Whitall Fund.....	10,722.46
Richard T. Jones Scholarship Fund.....	5,000.00
David Scull Fund.....	47,316.12
Edward L. Scull Fund.....	12,197.48
Wistar Morris Memorial Fund.....	5,000.00
Mary Farnum Brown Library Fund.....	34,993.00
Mary M. Johnson Scholarship Fund.....	8,395.00
Sarah Marshall Scholarship Fund.....	7,771.19
Israel Franklin Whitall Fund.....	12,546.87
Jacob P. Jones Endowment Fund.....	896,829.22
Clementine Cope Fellowship Fund.....	25,232.98

# HAVERFORD COLLEGE.

John Farnum Brown Memorial Fund for Bible Study and Religious Teaching.....	\$237,643.53
Ellen Waln Fund.....	11,097.10
Clementine Cope Endowment Fund.....	31,108.75
Thomas Shipley Fund.....	5,225.00
Elliston P. Morris Fund.....	1,188.75
Joseph E. Gillingham Fund.....	53,117.25
President Sharpless Fund.....	44,179.49
Henry Norris Fund.....	5,537.17
John B. Garrett Reading Prize Fund.....	2,000.00
William P. Henszey Fund.....	36,650.60
Jacob P. Jones Benefit Fund.....	64,321.89
Pliny Earle Chase Memorial Fund.....	4,390.24
Special Endowment Fund.....	12,000.00
Special Library Fund.....	5,000.00
Haverford College Pension Fund.....	24,209.91
Infirmity Endowment Fund.....	9,650.94
John W. Pinkham Fund.....	5,059.50
Total par value.....	<u>\$1,817,306.52</u>

being \$70,610.93 more than reported one year ago, as follows:

Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund.....	\$42,812.02
Gifts to increase the John Farnum Brown Fund for Bible Study and Religious Teaching.....	25,412.50
Income added to Haverford College Pension Fund.....	8,036.73
Unused income credited to principal.....	1,149.49
Gift to establish the Infirmity Endowment Fund.....	25.00
Premiums on bonds sold and discount on bonds bought.	1,606.70
Income credited to principal for Contingent Account.....	379.84
Sale of rights to subscribe for Westmoreland Coal Com- pany stock.....	1,188.65
Total.....	<u>\$80,610.93</u>
Less amount of Justus C. Strawbridge Legacy applied toward building Section E, Lloyd Hall.....	10,000.00
Total increase as above.....	<u>\$70,610.93</u>

## TREASURER'S REPORT.

We have made a careful examination of the cash book and accounts of the Treasurer of The Corporation of Haverford College for the year ending Eighth month 31st, 1913, and find them to agree with the statement of receipts and payments shown in the foregoing account. We have seen proper vouchers and receipts for all disbursements.

The cash balance in the hands of the Treasurer at the end of the fiscal year was \$159.08 as stated.

(Signed) { J. HENRY SCATTERGOOD,  
MORRIS E. LEEDS,  
*Auditing Committee.*

PHILADELPHIA, Tenth month 13th, 1913.

We have examined the securities belonging to The Corporation of Haverford College Eighth month 31st, 1913, and find them to agree with the foregoing statement of the Treasurer.

(Signed) { FREDERIC H. STRAWBRIDGE,  
JONATHAN M. STEERE,  
*Auditing Committee*

PHILADELPHIA, Tenth month 13th, 1913.

# CASH DONATIONS FOR THE YEAR ENDING 8th MONTH 31st, 1913

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Alumni Association.....	\$46.00
Anonymous.....	200.00
James A. Babbitt.....	25.00
Albert S. Bolles.....	7.15
T. Wistar Brown.....	27,078.91
Class of 1888.....	827.00
Class of 1896.....	20.00
Class of 1898.....	10.00
Minturn Post Collins.....	25.00
John B. Garrett.....	10.00
Legh W. Reid.....	10.00
Charles J. Rhoads.....	500.00
Alfred Percival Smith.....	400.00
Horace E. Smith.....	5,000.00
J. Stogdell Stokes.....	250.00
Frederic H. Strawbridge.....	500.00
Mrs. William J. Strawbridge.....	1,000.00
Frederick Winslow Taylor.....	200.00
John M. Whitall.....	250.00
	<hr/>
	\$36,359.06

# GIFTS OF BOUND VOLUMES TO THE LIBRARY

1912-1913

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Carnegie Institution of Washington, D. C.....	216
Dr. A. S. Bolles.....	30
N. Y. Public Service Commission.....	8
Norman Penney.....	8
State Librarian.....	5
University of Michigan.....	4
John Holdsworth.....	3
Frank K. Walter.....	3
W. Percy Simpson.....	1

And many others, one each, besides many pamphlets and reports.



## STATED MEETING OF THE CORPORATION AND OF THE MANAGERS

The Annual Meeting of "The Corporation of Haverford College" is held on the second Third-day in the Tenth month, at 3 o'clock P. M.

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The Stated Meetings of the Managers are held on the third Sixth-day in the First, Third, Fifth, Ninth and Eleventh months.

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## LEGACIES

The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

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## FORM OF LEGACY

*I give and bequeath (if personal)—devise (if real)—to "The Corporation of Haverford College," the sum of.....(or if real estate, describe it).....to have and to hold to them, their successors and assigns, to the use of the said "The Corporation of Haverford College," their successors and assigns.*

# Haverford College Bulletin

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VOL. XII.

TWELFTH MONTH, 1913

No. 2

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Issued eight times a year by  
Haverford College, Haverford, Pa.

Entered December 10, 1902, at Haverford, Pa.  
as Second Class Matter under Act of Congress of July 16, 1894

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A distinguished honor has come to Haverford College and to Professor Francis B. Gummere by his election to membership in *The National Institute of Arts and Letters*. The qualification for membership is "notable achievement in art, music or literature."

---

A book displaying great erudition and a pleasing style, *Studies in Milton*, has just appeared. Its author is Alden Sampson (Haverford, '73). The reputation of Haverford for literary achievement seems likely to be maintained.

---

A new periodical is to have its headquarters at Haverford. The *British Friend*, for many years published in London, is to close publication at the end of this year. A group, mainly of Friends, but including Herbert Wood of Cambridge, England, and Hugh Black of New York, will constitute the editorial board of the new monthly to be called *Present Day Papers* and to be edited by Professor Rufus M. Jones. It will deal with problems of interest on both sides of the water and will be con-

structively Friendly, though without any strict sectarian trend. A room will be fitted up in the College for the editorial work.

---

An old student who says he wasted much time at Haverford and now regrets it, and who wishes to be held up as an example to others, has founded two prizes of \$50 and \$45 to be given yearly to Seniors who have shown the most steady and marked improvement in Scholarship since entering.

The Fund is called "The Scholarship Improvement Prize Fund." Means will probably be found to prevent intentional delinquency in the early years, in order to make the improvement more striking.

---

Professor Allen C. Thomas came to Haverford as Prefect in 1878. Since then he has filled the chairs of English and of History and during his whole career of thirty-six years has been Librarian. At the end of this year he retires from active work. The College will, however, still retain his services as *Consulting Librarian*. His perfect knowledge of the contents of the Library and the relative worth of authorities on different subjects, will make his value in this capacity to readers very great. He will have an office in the building and will give an hour a day to the cause. Professor Thomas has been of great service also by his available knowledge of editions and prices which has enabled him to act most efficiently in the purchase of books.

The long connection with the College has made him a familiar figure to hundreds of Haverfordians and we may expect many years of future service.

In this connection it may be mentioned that his text-

books on History have had very large sales—amounting in the case of his United States History to a half million copies.

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By a generous contribution of a member of the Board we are able to add two more tiers of steel cases to our stack room thus completing the Library accommodations. This will be done during the present winter. The building will then accommodate some 130,000 volumes.

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The pressure on the College for books for the Library is much greater than its funds will allow it to satisfy. With the growth of departments and the increased needs of individual professors, there come demands, which are perfectly legitimate, for many books of permanent value. The college funds yield only about \$2,000 yearly. Twice or thrice this amount could be expended profitably. With many of the pressing material needs now met, it would be well for the liberality of our friends to turn to this center of our intellectual life.

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A group of ten Haverfordians has subscribed \$50 each for five years to care for the trees on the lawn. The chestnuts are possibly beyond hope of redemption, as are all chestnut trees in these parts. By proper fertilizing and pruning many of our fine old trees may be preserved for many years, while the planting of new ones will be consistently carried on following expert advice.

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At the date of writing the work on Walton Field and the Track is rapidly progressing. The Horace E. Smith

Spectators' Stand was completed by College opening, and the Class of '88 Soccer Field is finished. The grass here is still somewhat tender, and play will be kept off in very muddy weather. The total cost of these three improvements will swallow up the \$10,000 originally proposed.

The approaches, the repairs to the Cricket Shed and new Tennis Courts will have to await future resources. The latter is a peculiarly pressing need in spring and fall. From indications there is no doubt that all our opportunities for games will be largely utilized; and the object of having every student enter into the spirit and habit of physical recreation is more nearly realized than for many years.

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With the approach of the skating season members of the "Union" will remember that, as last year, there will be served in the Living Room cocoa and crackers for any alumni member and his friends of both sexes who may choose to spend the hour from five to six in the old surroundings. It is hoped that many will avail themselves of this opportunity to meet the undergraduates informally around the fire. As there will be no charge, members will kindly remember to bring their membership cards, so that the Club may not be imposed upon. All alumni are also invited to attend the joint receptions of faculty and students held about once a month, the dates being announced beforehand in *The Weekly*. In addition, their attention is called to a series of Faculty Lectures in the Lecture Hall, notice of which will shortly be given in a separate announcement.

A. G. H. SPIERS.

# HAVERFORD COLLEGE BULLETIN

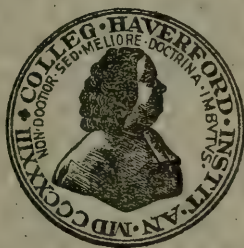
VOL. XII

FIRST MONTH, 1914

No. 3

## Catalog

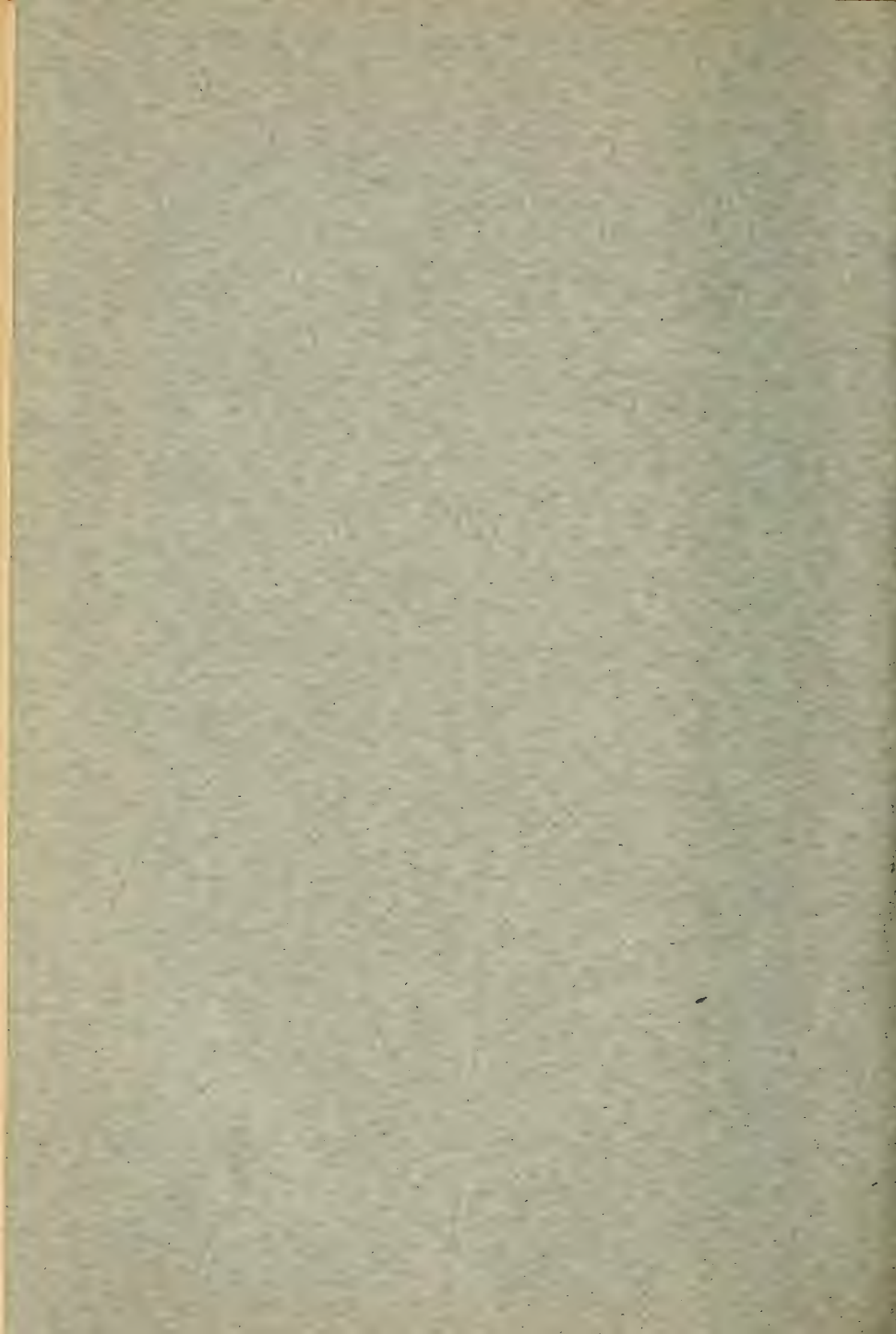
1913-1914



Issued eight times a year by  
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as Second Class Matter under Act of Congress of July 16th, 1894.





CATALOG  
OF  
Haverford College  
1913-1914



HAVERFORD, PA.

# 1914

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	..	..	..	1	2	3	July	..	..	..	1	2	3	4
4	5	6	7	8	9	10		5	6	7	8	9	10	11	
11	12	13	14	15	16	17		12	13	14	15	16	17	18	
18	19	20	21	22	23	24		19	20	21	22	23	24	25	
25	26	27	28	29	30	31		26	27	28	29	30	31	..	
February	1	2	3	4	5	6	7	August	..	..	..	..	..	..	1
8	9	10	11	12	13	14		2	3	4	5	6	7	8	
15	16	17	18	19	20	21		9	10	11	12	13	14	15	
22	23	24	25	26	27	28		16	17	18	19	20	21	22	
								23	24	25	26	27	28	29	
								30	31	..	..	..	..	..	
March	1	2	3	4	5	6	7	September	..	..	1	2	3	4	5
8	9	10	11	12	13	14		6	7	8	9	10	11	12	
15	16	17	18	19	20	21		13	14	15	16	17	18	19	
22	23	24	25	26	27	28		20	21	22	23	24	25	26	
29	30	31	..	..	..	..		27	28	29	30	..	..	..	
April	..	..	..	1	2	3	4	October	..	..	..	..	1	2	3
5	6	7	8	9	10	11		4	5	6	7	8	9	10	
12	13	14	15	16	17	18		11	12	13	14	15	16	17	
19	20	21	22	23	24	25		18	19	20	21	22	23	24	
26	27	28	29	30	..	..		25	26	27	28	29	30	31	
May	..	..	..	..	1	2		November	1	2	3	4	5	6	7
3	4	5	6	7	8	9		8	9	10	11	12	13	14	
10	11	12	13	14	15	16		15	16	17	18	19	20	21	
17	18	19	20	21	22	23		22	23	24	25	26	27	28	
24	25	26	27	28	29	30		29	30	..	..	..	..	..	
31	..	..	..	..	..	..									
June	..	1	2	3	4	5	6	December	..	..	1	2	3	4	5
7	8	9	10	11	12	13		6	7	8	9	10	11	12	
14	15	16	17	18	19	20		13	14	15	16	17	18	19	
21	22	23	24	25	26	27		20	21	22	23	24	25	26	
28	29	30	..	..	..	..		27	28	29	30	31	..	..	

# 1915

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	..	..	..	..	1	2	April	..	..	..	..	1	2	3
3	4	5	6	7	8	9		4	5	6	7	8	9	10	
10	11	12	13	14	15	16		11	12	13	14	15	16	17	
17	18	19	20	21	22	23		18	19	20	21	22	23	24	
24	25	26	27	28	29	30		25	26	27	28	29	30	..	
31	..	..	..	..	..	..									
February	..	1	2	3	4	5	6	May	..	..	..	..	..	..	1
7	8	9	10	11	12	13		2	3	4	5	6	7	8	
14	15	16	17	18	19	20		9	10	11	12	13	14	15	
21	22	23	24	25	26	27		16	17	18	19	20	21	22	
28	..	..	..	..	..	..		23	24	25	26	27	28	29	
								30	31	..	..	..	..	..	
March	..	1	2	3	4	5	6	June	..	..	1	2	3	4	5
7	8	9	10	11	12	13		6	7	8	9	10	11	12	
14	15	16	17	18	19	20		13	14	15	16	17	18	19	
21	22	23	24	25	26	27		20	21	22	23	24	25	26	
28	29	30	31	..	..	..		27	28	29	30	..	..	..	

College Days in heavy-faced type.

## CALENDAR

### 1913-1914

Examinations for Admission.....9th Mo. 22, 23, 24, 1913  
College Year, 1913-1914, begins, 9.10 A. M....9th Mo. 25  
First Quarter ends, 3.30 P. M.....11th Mo. 19  
Thanksgiving Recess.....11th Mo. 27, 28, 29, 30  
Winter Recess begins, 11.00 A. M.....12th Mo. 20  
Winter Recess ends, 9.10 A. M.....1st Mo. 5, 1914  
Second Half-year begins, 9.10 A. M.....2nd Mo. 9  
Third Quarter ends, 4.00 P. M.....4th Mo. 5  
Spring Recess begins, 11.00 A. M.....4th Mo. 18  
Spring Recess ends, 9.10 A. M.....4th Mo. 27  
Senior Class Day.....6th Mo. 11  
Commencement and Alumni Day.....6th Mo. 12  
Examinations for Admission.....6th Mo. 15, 16, 17

### 1914-1915

Examinations for Admission.....9th Mo. 21, 22, 23, 1914  
College Year, 1914-1915, begins, 9.10 A. M....9th Mo. 24  
First Quarter ends, 4.00 P. M.....11th Mo. 18  
Thanksgiving Recess.....11th Mo. 26, 27, 28, 29  
Winter Recess begins, 1.00 P. M.....12th Mo. 19  
Winter Recess ends, 8.30 A. M.....1st Mo. 4, 1915  
Second Half-year begins, 8.30 A. M.....2nd Mo. 8  
Third Quarter ends, 4.00 P. M.....4th Mo. 4  
Spring Recess begins, 1.00 P. M.....4th Mo. 17  
Spring Recess ends, 8.30 A. M.....4th Mo. 26  
Senior Class Day.....6th Mo. 10  
Commencement and Alumni Day.....6th Mo. 11  
Examinations for Admission.....6th Mo. 14, 15, 16



# HAVERFORD COLLEGE

---

## HISTORY AND DESCRIPTION

Haverford College was founded in 1833. It owes its origin to the insight and energy of a few members of the Society of Friends from Philadelphia and New York, who, in the spring of 1830, conceived the idea of founding an institution for education in the higher branches of learning. Its object, in the words of the founders, was "to combine sound and liberal instruction in literature and science with a religious care over the morals and manners, thus affording to the youth of our Society an opportunity of acquiring an education equal in all respects to that which can be obtained at colleges."

The founders were incorporated in 1833 under the laws of the Commonwealth of Pennsylvania into the Haverford School Association, a body now known as the Corporation of Haverford College. This corporation elects a board of managers for the control of its affairs and for the administration of its funds. For the founding of the school sixty thousand dollars was raised; but the sum proved insufficient for its maintenance, and for many years the financial deficit was met by liberal subscriptions of friends.

From 1845 to 1848 the school was closed in order to



## HAVERFORD COLLEGE

allow the funds to accumulate and to give time for the collection of an endowment. Since that time, by a number of generous bequests and donations, the amount of invested funds yielding interest has been increased to more than one and one-half million dollars.

The first building of the College was Founders Hall, erected in 1833. The Observatory was built in 1852, and enlarged in 1883. Alumni Hall was built in 1863, and enlarged in 1898 and 1912 to meet the growing needs of the Library. In 1877 Barclay Hall, a dormitory, was erected by friends of the College. The Mechanical Laboratory was established in 1884, and was provided with a new building in 1890; this was burned down in 1896, and Whittall Hall, a new three-story structure, was built. The Biological Laboratory was established in 1886 and the Physical Laboratory in 1888. Chase Hall, for lectures and recitations, was built in the same year, the Cricket Shed in 1893. In more recent years during a period of rapid development made possible largely by the general and unfailing coöperation of the alumni, the following additions have been made to the College equipment: in 1899, Lloyd Hall, a dormitory; in 1900, a large and well equipped Gymnasium; in 1903, Roberts Hall, the gift of Lucy Branson Roberts, with College offices and a large auditorium; in 1903, Merion Hall, a dormitory, remodeled from the old Haverford Grammar School building; in 1905, an additional wing to Founders Hall for dining halls and kitchen; in 1906, a permanent build-

## HISTORY AND DESCRIPTION

ing for the heating and lighting plant; in 1907, the enlargement of Merion Hall; in 1909, the Haverford Union, a building presented by Alfred Percival Smith, '84; in 1910, the Chemical Laboratory; in 1912, the Morris Infirmary, given by John T. Morris, '67; in 1913 a new section of Lloyd Hall, given by the estate of the late Justus C. Strawbridge, and a concrete grandstand, the gift of Horace E. Smith, '86. In addition to these College buildings there are a number of residences on the grounds which are occupied for the most part by professors.

The College has a pleasant and healthful location in the township of Haverford, Delaware County, Pennsylvania, nine miles west of the center of Philadelphia. It is accessible by the main line of the Pennsylvania Railroad and by the Philadelphia and Western Railway. The selection of this site is thus described by the first managers: "We wished to procure a farm in a neighborhood of unquestionable salubrity—within a short distance of a Friends' meeting—of easy access from this city at all seasons of the year . . . recommended by the beauty of the scenery and a retired situation." And they reported that they had purchased for the sum of \$17,865 "an oblong tract of 198½ acres . . . nearly south of the *eight mile* stone on the Lancaster Turnpike." This property has since been increased to two hundred and twenty-five acres with an estimated present value of over one and one-half million dollars. While the greater part is retained

## HAVERFORD COLLEGE

as farm and woodland, a lawn of sixty acres was long ago graded and tastefully planted with trees and shrubs by a landscape gardener, so that the natural beauty of the location has increased with passing years. The grounds include four fields for cricket and Rugby and Association football, a running-track, four tennis courts, and a pond for skating.

Parallel with its material growth there have been changes in the inner life of the College which have affected the methods of administration rather than the essential principles on which the institution was founded. It has gradually increased in number of students but still enjoys the advantages of a small college. From the first it gave instruction of collegiate scope and grade. Accordingly in 1856 the name was changed from school to college and the right to confer degrees was granted by the Legislature. In 1861 the preparatory department was abolished. General courses are now given in arts and science. The generous endowment for salaries and pensions enables the College to maintain a faculty of unusual size in proportion to the number of students, and to expend for the instruction, board, and lodging of each student about twice the sum which he pays.

In accordance with the modern ideals of religious and moral education, the students enjoy ample liberty, safeguarded by their wholesome physical life, by the traditions of the College, and by the intimate association with their professors and fellow-students. The deep religious spirit

## *HISTORY AND DESCRIPTION*

bequeathed by the Quaker founders has been carefully cherished, and high ideals of life and conduct are maintained, but in the admission of students and in the appointment of instructors there are no denominational distinctions. The aims of Haverford have been gradually developing and its function is becoming more and more clear—"to encourage the growth, among a limited number of young men, of vigorous bodies, scholarly minds, strong characters, and a real religious experience."

HAVERFORD COLLEGE

CORPORATION

---

*President*

T. WISTAR BROWN.....235 Chestnut St., Philadelphia

*Secretary*

J. STOGDELL STOKES.....Summerdale, Philadelphia

*Treasurer*

ASA S. WING.....409 Chestnut St., Philadelphia

BOARD OF MANAGERS

*President, ex officio*

T. WISTAR BROWN.....235 Chestnut St., Philadelphia

*Secretary*

CHARLES J. RHOADS .... Girard Trust Co., Philadelphia

## BOARD OF MANAGERS

### *Term Expires 1914*

BENJAMIN H. SHOEMAKER.....	205 N. Fourth St., Phila.
WALTER WOOD.....	400 Chestnut St., Phila.
WILLIAM H. HAINES.....	1136 Ridge Ave., Phila.
FRANCIS A. WHITE..	1221 N. Calvert St., Baltimore, Md.
JOHN M. WHITALL.....	410 Race St., Phila.
ISAAC SHARPLESS.....	Haverford, Pa.
MORRIS E. LEEDS.	4901 Stenton Ave., Germantown, Phila.
EDWARD W. EVANS.....	1230 Arch St., Phila.

### *Term Expires 1915*

JAMES WOOD.....	Mt. Kisco, N. Y.
ABRAM F. HUSTON.....	Coatesville, Pa.
SAMUEL L. ALLEN.....	1101 Market St., Phila.
THOMAS F. BRANSON.....	Rosemont, Pa.
SETH K. GIFFORD..	Moses Brown School, Providence, R. I.
CHARLES J. RHOADS.....	Girard Trust Co., Phila.
DANIEL SMILEY.....	Mohonk Lake, N. Y.
ALBERT L. BAILY.....	30 S. 15th St., Phila.

### *Term Expires 1916*

JOHN B. GARRETT.....	Rosemont, Pa.
FRANCIS STOKES.....	Locust Ave., Germantown, Phila.
GEORGE VAUX, JR.....	1606 Morris Building, Phila.
STEPHEN W. COLLINS....	63 Wall St., New York, N. Y.
FREDERIC H. STRAWBRIDGE.....	801 Market St., Phila.
J. HENRY SCATTERGOOD....	648 Bourse Building, Phila.
JONATHAN M. STEERE.....	Girard Trust Co., Phila.
L. HOLLINGSWORTH WOOD..	2 Wall St., New York, N. Y.

HAVERFORD COLLEGE

FACULTY

1913-1914

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ISAAC SHARPLESS, SC.D., LL.D., L.H.D.  
President and Professor of Ethics.

ALLEN CLAPP THOMAS, A.M.  
Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, PH.D.  
John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, PH.D., LL.D., LITT.D.  
Professor of English Literature.

HENRY SHERRING PRATT, PH.D.  
David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.  
Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., LITT.D.  
Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.  
Registrar and Instructor in Drawing.

ALBERT SIDNEY BOLLES, PH.D., LL.D.  
Lecturer on Commercial Law and Banking.

DON CARLOS BARRETT, PH.D.  
Professor of Economics.



*FACULTY*

\*ALBERT ELMER HANCOCK, PH.D.  
Professor of English.

LEGH WILBER REID, PH.D.  
Professor of Mathematics.

WILLIAM WILSON BAKER, PH.D.  
Associate Professor of Greek.

FREDERIC PALMER, JR., PH.D.  
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.  
Associate Professor of Applied Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.  
Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.  
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.  
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.  
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.  
Instructor in German.

HENRY JOEL CADBURY, A.M.  
Instructor in Biblical Literature.

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\* Absent 1913-14.

*HAVERFORD COLLEGE*

VICTOR OSCAR FREEBURG, A.M.  
Instructor in English.

WILLIAM OTIS SAWTELLE, A.M.  
Instructor in Physics.

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WILLIAM HENRY COLLINS, A.M.  
Superintendent of Buildings and Grounds.

HELEN SHARPLESS  
Assistant Librarian.

CHARLES OTIS YOUNG, S.B.  
Assistant in the Chemical Laboratory.

EDWARD EUGEN KRAUSS, S.B.  
Assistant in Physical Training.

PAUL W. WEAVER  
Assistant in the Engineering Laboratory.

## STANDING COMMITTEES OF THE FACULTY

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LIBRARY—President Sharpless, Chairman; Professors Thomas, Hall, F. B. Gummere, and Jones.

DELINQUENT STUDENTS—Professor Reid, Chairman; Professors Babbitt, Barrett, and R. M. Gummere.

STUDENT PETITIONS—Dean Palmer, Chairman; Professors Barrett, Rittenhouse, and Spiers.

ATHLETICS—President Sharpless, Chairman; Professors Babbitt and R. M. Gummere, and T. K. Brown, Jr.

ADVANCED DEGREES—Professor F. B. Gummere, Chairman; Professors Hall, Jones, Reid, and R. M. Gummere.

EDITOR OF CATALOG—H. J. Cadbury.

## HAVERFORD COLLEGE

### STUDENTS

The letter A after the name of a student indicates that he is taking the Arts Course; S, the Course in General Science; E, the Course in Engineering. In the last column is given the number of the student's room; Bn is an abbreviation for Barclay Hall, North; Bc, for Barclay Hall, Center; Bs, for Barclay Hall, South; F, for Founders Hall; L, for Lloyd Hall; M, for Merion Hall; D, for day-student. An asterisk (\*) indicates that a student is not in full class standing (see page 88).

#### GRADUATE STUDENTS

Lathem, Lance Brenton	<i>Chester, Pa.</i>	114 M
A.B., A.M. (Haverford College) 1912, 1913. Biology.		
Webb, William	<i>Unionville, Pa.</i>	31 Bc
A.B. (Haverford College) 1913. Teaching Fellow. History.		
Woosley, John Brooks	<i>Morven, N. C.</i>	33 Bc
A.B. (Haverford College) 1913. Teaching Fellow. History.		
Young, Charles Otis	<i>Sag Harbor, N. Y.</i>	40 Bc
S.B. (Haverford College) 1913. Assistant in Chemistry. Chemistry.		

#### SENIOR CLASS

Bell, Henry Ernest	E	<i>Milton, N. Y.</i>	6 M
Bentley, Jules Silvanus	A	<i>Camden, N. J.</i>	5 M
Bowerman, Walter Gregory	A	<i>Charleston, W. Va.</i>	17 M
Champlin, Carroll Dunham	A	<i>Towanda, Pa.</i>	19 L
Clarke, Stewart Patterson	A	<i>Devon, Pa.</i>	D
Downing, George Valentine	S	<i>Elsmere, Del.</i>	12 M
Edgerton, Charles Willis	E	<i>Haverford, Pa.</i>	20 L
*Elkinton, Alfred Walton	S	<i>Moylan, Pa.</i>	19 L
Elkinton, Howard West	A	<i>Moylan, Pa.</i>	19 Bs
Elkinton, Thomas William	S	<i>Philadelphia, Pa.</i>	21 L
Ferguson, Joseph Cooper, 3d	S	<i>Philadelphia, Pa.</i>	22 L

## STUDENTS

Ferris, Malcolm	E	<i>Philadelphia, Pa.</i>	1 M
Garrigues, John Kittera	A	<i>Haverford, Pa.</i>	72 Bn
Green, Jesse Paul	A	<i>Wilmington, Del.</i>	24 Bs
Jones, Edward Morris	A	<i>West Grove, Pa.</i>	6 M
Kelly, Thomas Raymond	S	<i>Wilmington, Ohio</i>	3 F
Kelsey, Hadley Hart	A	<i>Oskaloosa, Iowa</i>	1 F
Lane, Harold Macy	A	<i>Oskaloosa, Iowa</i>	1 F
Lewis, Benjamin Jones	S	<i>Broomall, Pa.</i>	4 M
Locke, Robert Allison	E	<i>Titusville, Pa.</i>	20 L
McFarlan, Roy	A	<i>West Chester, Pa.</i>	6 Bs
McKinley, Rowland Paull	S	<i>Wayne, Pa.</i>	6 Bs
Miller, Harold Schaeffer	A	<i>Philadelphia, Pa.</i>	20 Bs
Parker, Douglas Leonard	S	<i>Wichita, Kans.</i>	3 F
*Patteson, William Sheppard	S	<i>Penn Yan, N. Y.</i>	14 M
Philips, Rowland Stanton	A	<i>Kennett Square, Pa.</i>	111 M
Rice, Edward, Jr.	A	<i>Cape May C. H., N. J.</i>	112 M
Richardson, Baxter Key	A	<i>Glenwood, N. C.</i>	33 Bc
Rogers, Robert Groves	A	<i>Brooklyn, N. Y.</i>	103 M
Sangree, Paul Hudson	E	<i>Philadelphia, Pa.</i>	109 M
*Smith, Robert Chapman	S	<i>Hatboro, Pa.</i>	12 M
Stokes, Samuel Emlen	A	<i>Moorestown, N. J.</i>	21 L
Taylor, Herbert William	A	<i>Malvern, Pa.</i>	24 Bs
*Tomlinson, Thomas	A	<i>Philadelphia, Pa.</i>	101 M
Trueblood, Charles Kingsley	S	<i>Richmond, Ind.</i>	5 F
Waples, Douglas	A	<i>Wayne, Pa.</i>	110 M
Whitall, William Henry Bacon	S	<i>Germantown, Pa.</i>	22 L
Williams, Charles Rhoads	S	<i>Newark, N. J.</i>	18 Bs

## JUNIOR CLASS

Allen, Percival Roy	E	<i>Auburndale, Mass.</i>	38 Bc
Bowman, Edgar Milton	A	<i>Kinzer, Pa.</i>	21 Bs
Brinton, Walter Carroll	A	<i>Frankford, Pa.</i>	67 Bn

# HAVERFORD COLLEGE

Carey, Galloway Cheston	A	Baltimore, Md.	69
*Coleman, Nelson Bader	S	Scranton, Pa.	9
*Crosman, Edward Newton, Jr.	E	Haverford, Pa.	
Crosman, Loring Pickering	E	Saco, Me.	23
*Dodge, Karl	E	Germantown, Pa.	7
Dunn, Emmett Reid	A	Alexandria, Va.	44
*Egolf, Paul Hewlitt	E	Brooklyn, N. Y.	17
Ellison, James Sprague, Jr.	S	Philadelphia, Pa.	10
Falconer, Cyrus	A	Darling, Pa.	23
Farr, Edward Lincoln, Jr.	S	Wenonah, N. J.	68
†Garrett, Hibbard	S	Chicago, Ill.	7
Gummere, John Westcott	A	Burlington, N. J.	3
Hallett, George Hervey, Jr.	A	Lansdowne, Pa.	7
Helveston, Harold William	E	Jenkintown, Pa.	39
Hendricks, Paul Craig	A	Chambersburg, Pa.	22
Hoopes, Thomas, Jr.	S	West Chester, Pa.	67
Howson, Hubert Abbe	S	New York, N. Y.	38
Leland, William Henry	S	Haverford, Pa.	115
*Levis, Edward Megarge	A	Germantown, Pa.	69
McNeill, Joseph	A	Germantown, Pa.	107
Moore, Edwin Lawton, Jr.	A	Philadelphia, Pa.	
Morley, Felix Muskett	E	Baltimore, Md.	116
*Nitobé, Yoshio	A	Tokyo, Japan	17
Pharo, Eugene Morris	S	Philadelphia, Pa.	8
Shaffer, Elmer	S	Philadelphia, Pa.	11
Taylor, Kempton Potter Aiken	S	Chestnut Hill, Pa.	3
Theis, Grover Cleveland	A	Germania, Pa.	12
*Thomas, Leonard Van Hoesen	A	Haverford, Pa.	
Turner, Charles Brinkley	A	Overbrook, Pa.	14
Vail, Walter Elwood	S	Forest Hill, Md.	8
Van Hollen, Donald Beauchamp	A	Baltimore, Md.	17

† Deceased, Nov. 26, 1913.

## STUDENTS

Votaw, Ernest Nicholson	A	<i>Lansdowne, Pa.</i>	7 M
Weikel, Malcolm Husted	A	<i>Merchantville, N. J.</i>	21 Bs
Whipple, Paul Kimball	A	<i>Germantown, Pa.</i>	44 Bc

### SOPHOMORE CLASS

Allen, Wilmar Mason	A	<i>Ridley Park, Pa.</i>	60 Bn
*Bray, William McKinley	A	<i>Bridgeport, Pa.</i>	D
*Buffum, Frederick Cyrus, Jr.	S	<i>Westerly, R. I.</i>	11 Bs
Bye, Edgar Chalfant	A	<i>Rutledge, Pa.</i>	102 M
Carey, James, 3d	A	<i>Baltimore, Md.</i>	58 Bn
Cary, Frank Wing	S	<i>Baltimore, Md.</i>	13 Bs
Cooper, Joseph Arthur	S	<i>Coatesville, Pa.</i>	15 Bs
Corson, Bolton Langdon	E	<i>Plymouth Meeting, Pa.</i>	37 Bc
Dunlap, George Arthur	A	<i>Philadelphia, Pa.</i>	104 M
*Faries, Walter Reichner	A	<i>Bala, Pa.</i>	61 Bn
Farr, Walter Green	E	<i>Wenonah, N. J.</i>	58 Bn
Garrigues, Albert Graham	S	<i>Haverford, Pa.</i>	D
Hannum, William Townsend	A	<i>Rosedale, Pa.</i>	35 Bc
Harvey, Andrew	S	<i>Paterson, N. J.</i>	29 Bc
Harvey, David Maitland	S	<i>Paterson, N. J.</i>	29 Bc
Heaton, Lawrence Gardiner	S	<i>Poughkeepsie, N. Y.</i>	64 Bn
Hunter, Perry Ashbridge	A	<i>Norristown, Pa.</i>	14 Bs
*Johnson, Henry Alden	A	<i>Haverford, Pa.</i>	D
Kendig, Raymond Clare	S	<i>Glen Rose, Pa.</i>	41 Bc
Kirk, William Thompson, 3d	S	<i>Beverly, N. J.</i>	35 Bc
Knowlton, Henry Earle	S	<i>Haverford, Pa.</i>	40 Bc
*Kuhns, John	A	<i>Greensburg, Pa.</i>	4 L
*Leidy, Philip Ludwell	S	<i>Philadelphia, Pa.</i>	4 L
Love, John Gray, Jr.	A	<i>Bellefonte, Pa.</i>	62 Bn
Lukens, Edward Fell, Jr.	A	<i>Germantown, Pa.</i>	37 Bc
Martwick, William Lorimer	E	<i>Brooklyn, N. Y.</i>	6 F
Maxwell, John Gordon	S	<i>Merchantville, N. J.</i>	25 Bc



# HAVERFORD COLLEGE

Mengert, Ulric Johnson	A	Washington, D. C.	108 M
Moon, Edward Randolph	S	Fallsington, Pa.	13 Bs
Morgan, Sherman Parker	A	Wheeling, W. Va.	15 Bs
*Oberholtzer, Charles Herman, Jr.	S	Mont Clare, Pa.	61 Bn
Sharpless, Francis Parvin	A	West Chester, Pa.	25 Bc
Shipley, James Emlen	A	Germantown, Pa.	16 Bs
Steere, Isaac Thomas	S	Chepachet, R. I.	106 M
Stokes, Joseph, Jr.	A	Moorestown, N. J.	16 Bs
Wendell, Douglas Cary	S	Wayne, Pa.	14 Bs
York, Harold Quimby	A	Unadilla, N. Y.	43 Bc

## FRESHMAN CLASS

Baily, William Lloyd, Jr.	S	Ardmore, Pa.	6 L
Brodhead, Horace Beale	A	Parkesburg, Pa.	55 Bn
Brown, Charles Farwell	A	Brookline, Mass.	50 Bn
Brown, Ernest Lancaster	A	Moorestown, N. J.	7 Bs
*Buzby, John Howard	E	Atlantic City, N. J.	7 Bs
Chamberlin, William Henry	A	Camden, N. J.	52 Bn
Chandler, George Donald	E	Hockessin, Del.	9 M
Clement, Dewitt Crowell	E	Philadelphia, Pa.	2 Bs
Crosman, Willard Martin Rice	S	Haverford, Pa.	D
Forsythe, Jesse Garrett	A	Wallingford, Pa.	66 Bn
Gardiner, William John	S	Moorestown, N. J.	4 Bs
Gibson, Robert	A	Everett, Pa.	53 Bn
Greene, Joseph Warren, 3d	A	Wickford, R. I.	51 Bn
Haines, Robert Bowne, 3d	A	Germantown, Pa.	1 L
*Hill, Henry Whitmore	S	Minneapolis, Minn.	5 L
Howland, Weston	A	New Bedford, Mass.	50 Bn
Innman, Arthur Crew	S	Atlanta, Ga.	6 L
Jones, Herbert Lawrence	E	Waterville, Me.	105 M
Laverty, Maris Alexander	S	Philadelphia, Pa.	53 Bn
Lawrence, Edwin Field, Jr.	E	Sterling, Ill.	2 L

## STUDENTS

*Lester, Edward Rowntree	E	<i>Mesilla Park, N. M.</i>	66 Bn
Little, William Clark	A	<i>Swarthmore, Pa.</i>	52 Bn
McKinstry, Hugh Exton	S	<i>West Chester, Pa.</i>	39 Bc
Metcalfe, Robert Davis	E	<i>Worcester, Mass.</i>	51 Bn
Miller, Robert Boyd	A	<i>Pittsburgh, Pa.</i>	71 Bn
Moore, Gilbert Henry	A	<i>Haddonfield, N. J.</i>	5 L
Murray, Francis King	S	<i>Palo Alto, Cal.</i>	59 Bn
Napier, Arthur Howell	A	<i>Chestnut Hill, Pa.</i>	8 Bs
Painter, Donald Hinshaw	A	<i>Dayton, Ohio</i>	2 M
Price, Edmund Taber	S	<i>New Bedford, Mass.</i>	59 Bn
Ramsey, Lawrence Marshall	A	<i>Sterling, Kan.</i>	13 M
Reeve, Augustus Henry, Jr.	A	<i>Moorestown, N. J.</i>	1 L
*Sanderson, George	S	<i>Broomall, Pa.</i>	D
Sangree, Carl Michael	A	<i>Philadelphia, Pa.</i>	13 M
Snader, Edward Roland, Jr.	S	<i>Philadelphia, Pa.</i>	D
Spaeth, John William, Jr.	A	<i>Philadelphia, Pa.</i>	7 F
Spellissy, Arthur Emerson	A	<i>Germantown, Pa.</i>	5 Bs
Strawbridge, Justus Clayton, 2d	A	<i>Germantown, Pa.</i>	5 Bs
Van Dam, Colby Dorr	A	<i>New York, N. Y.</i>	1 Bs
Van Dam, Loring	A	<i>New York, N. Y.</i>	3 Bs
Weller, Henry Seymour	S	<i>Milwaukee, Wis.</i>	2 L
Weston, Edward Mitchell	A	<i>Philadelphia, Pa.</i>	8 F
Whitson, Thomas Barclay	S	<i>Moylan, Pa.</i>	D
Wilson, James Gordon	S	<i>Narberth, Pa.</i>	D

## SPECIAL STUDENTS

Bacon, Louis St. John	<i>Philadelphia, Pa.</i>	D
Barker, Albert Winslow	<i>Moylan, Pa.</i>	D
Darlington, William Marshall	<i>West Chester, Pa.</i>	8 Bs
Forman, Horace Baker, 3d	<i>Haverford, Pa.</i>	D
Kamens, Jack Weler	<i>Philadelphia, Pa.</i>	D
Knight, Clinton Prescott, Jr.	<i>Providence, R. I.</i>	18 L

## HAVERFORD COLLEGE

Klock, Harvey	<i>Herndon, Pa.</i>	43 Bc
Lippmann, Leonard Blackledge	<i>Overbrook, Pa.</i>	7 L
Mendes, Joao Silva	<i>Philadelphia, Pa.</i>	D
Paxson, Newlin Fell	<i>Philadelphia, Pa.</i>	3 M
Penney, Humphrey Linthorne	<i>London, England</i>	113 M
Schoch, Wendell Deringer	<i>St. Davids, Pa.</i>	D
Schoepperle, Hubert Vinzens	<i>Oil City, Pa.</i>	15 M
Van Buskirk, George	<i>Pottstown, Pa.</i>	60 Bn
Wagner, Samuel, Jr.	<i>West Chester, Pa.</i>	22 Bs
Woodbridge, Raymond Lester	<i>Germantown, Pa.</i>	41 Bc

### SUMMARY

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	<hr/>
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## ADMISSION

Candidates for admission to the Freshman class shall make application on a blank which will be furnished, on request, by the President of the College (See page 90.)

Each candidate shall also present a certificate of character from the principal of the school last attended. Principals are requested to write fully as to the character, habits, and ability of applicants. Such statements will have due weight in determining the question of admission.

The subjects which may be presented for admission are divided into two groups in accordance with the following table. The figures given represent "units" according to the system of the Carnegie Foundation.\*

Group I (required of all candidates):

English A†	}	..... 3
English B		
Algebra A	}	..... 1½
Algebra B		
Plane Geometry		..... 1
One History‡		..... 1

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\* "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. A four years secondary school curriculum should be regarded as representing not more than sixteen units of work."

† For definitions of these subjects see pages 28-37.

‡ Candidates for the A.B. degree must present Ancient History.

## HAVERFORD COLLEGE

### Group II (elective):

Latin A.....	2
Latin B { Cicero* Vergil Composition } .....	2
Greek.....	3
Elementary German.....	2
Advanced German.....	1
Elementary French.....	2
Advanced French.....	1
One History.....	1
Solid Geometry and Trigonometry.....	1
Chemistry.....	1
Physics.....	1
Zoölogy.....	1
Botany.....	1
Physiology.....	1

Every student must present for admission subjects having a total value of  $14\frac{1}{2}$  units arranged as follows:

#### *For the A.B. degree:*

All subjects in Group I.....	$6\frac{1}{2}$
Latin A and Latin B.....	4
Other subjects from Group II (including one language).....	4

#### *For the S.B. degree:*

All subjects in Group I.....	$6\frac{1}{2}$
Subjects from Group II (including at least two units in each of two languages).....	8

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\* Any two of the three subdivisions under Latin B together with Latin A will be accepted as constituting three units.

## ADMISSION

The candidate may give evidence of his preparation in these requirements by either of the following plans for admission:

I. *By Examination only.* The candidate must take entrance examinations in *all* the subjects, which he presents for admission. He may take examinations in any of these subjects as preliminary examinations a full year or more before he intends to enter college, but no student will be admitted to a preliminary examination without a certificate from his teacher specifying the subjects in which he is prepared.

Students unable to pass all the examinations may be admitted with a few conditions. Each case will be decided on its merits.

II. *By both Examination and Certificate.* The student must present, on blanks supplied by the College and signed by the principal of the school which he has attended, a complete record of his work in all subjects during the last four years of preparation, with the time spent and the grade received in each study.

He must also take entrance examinations in three subjects,—English, mathematics, and one foreign language. The English will be the examination defined as English B. The mathematics will be both Algebra B and Plane Geometry. The language required will be, for the A.B. degree, Latin B; for the S.B. degree, either Elementary German or Elementary French. The three examinations must all be taken at one time either in the Sixth month or the Ninth month.

On the basis of his certificate and his marks in these examinations the applicant will be either admitted with-



## HAVERFORD COLLEGE

out conditions or rejected with permission to apply again for admission according to either plan.\*

This plan is intended mainly for good students, who, deciding late in their school courses to enter Haverford, would find it difficult to prepare themselves for examination in all their entrance subjects, but could readily pass a good examination in three fundamental subjects of their school course and present a satisfactory certificate for all of it. Candidates of only average ability and those who can take preliminary examinations in regular order will gain nothing by adopting this plan.

*Special Students.*—Students not candidates for degrees may be permitted to pursue special courses, for proficiency in which certificates may be granted; but this permission will be given only to students of ability and character sufficient to insure their success.

*Advanced Standing.*—Candidates may be admitted to advanced classes if found proficient in all the preceding studies of the course. Each case will be considered on its merits. Students entering from other colleges must present certificates of honorable dismissal.

### SCHEDULE OF EXAMINATIONS FOR ADMISSION

Examinations for admission to the Freshman class according to either of the plans described above are held at the College twice a year, in the Sixth month and the Ninth month. For students living at a distance special arrangements may be made for taking the examinations elsewhere. Examinations of the College Entrance Examination Board may be taken in place of the corresponding Haverford examinations.

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\* In a few exceptional cases a student who fails in one examination but passes the other two examinations with high marks may be admitted if at the next examination period he repeats the examination in the subject in which he failed and passes it with a high mark.



## ADMISSION

In 1914 the order of examinations will be as follows:

Sixth month 15th and Ninth month 21st.

- 9.00-11.30 Elementary German.
- 11.30- 1.00 Advanced German.
- 12.00- 1.00 English A.
- 2.00- 4.00 English B.
- 4.00- 5.30 Physics.

Sixth month 16th and Ninth month 22d.

- 9.00-10.00 Cicero.
- 10.00-11.00 Vergil.
- 11.00-11.45 Composition.
- 11.30- 1.00 Latin A.
- 9.00-10.30 Zoölogy.
- 9.00-10.30 Botany.
- 10.30-12.00 Chemistry.
- 10.30-12.00 Physiology.
- 2.00- 4.00 Elementary French.
- 4.00- 5.30 Advanced French.
- 2.00- 3.15 Xenophon.
- 3.15- 4.30 Homer and Sight Translation.
- 4.30- 5.30 Greek Composition.
- 2.00- 5.00 Solid Geometry and Trigonometry.

Sixth month 17th and Ninth month 23d.

- 9.00-10.30 Plane Geometry.
- 10.30-12.00 Algebra B.
- 12.00- 1.00 Algebra A.
- 2.00- 3.15 Ancient History.
- 3.15- 4.30 American History and Civil Govern-  
ment.
- 4.30- 5.45 Medieval and Modern European His-  
tory.
- 4.30- 5.45 English History.

## HAVERFORD COLLEGE

### REQUIREMENTS FOR ADMISSION IN THE SEVERAL SUBJECTS

#### ENGLISH

The English examination is divided into two parts, A and B, which may be taken separately. No candidate will be accepted in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

#### *English A—Reading.*

Certain books are selected for reading. The candidate will be required to give a list of the books he has read. The form of examination will usually be the writing of a short theme on a subject chosen by the candidate from several set before him in the examination paper. The treatment of the topic should show the candidate's power of clear and accurate expression and will call for only a general knowledge of the substance of the books read.

For entrance in 1914 and 1915, the candidate must choose at least ten units\* from the following groups, two units from each group.

#### Group I.

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid*

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\* Each unit is set off by semicolons.

## ADMISSION

should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

### Group II.

Shakspeare, *The Merchant of Venice*; *A Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

### Group III.

Defoe, *Robinson Crusoe, Part I*; Goldsmith, *The Vicar of Wakefield*; either Scott, *Ivanhoe*, or Scott, *Quentin Durward*; Hawthorne, *The House of the Seven Gables*; either Dickens, *David Copperfield*, or Dickens, *A Tale of Two Cities*; Thackeray, *Henry Esmond*; Mrs. Gaskell, *Cranford*; George Eliot, *Silas Marner*; Stevenson, *Treasure Island*.

### Group IV.

Bunyan, *Pilgrim's Progress, Part I*; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin, *Autobiography* (condensed); Irving, *The Sketch Book*; Macaulay, *Essays on Lord Clive and Warren Hastings*; Thackeray, *English Humourists*; *Selections from Lincoln*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman, *The Oregon Trail*; either Thoreau, *Walden*, or Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson, *An Inland Voyage* and *Travels with a Donkey*.

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### Group V.

Palgrave, *Golden Treasury (First Series)*, Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Gray, *Elegy in a Country Churchyard* and Goldsmith, *The Deserted Village*; Coleridge, *The Ancient Mariner* and Lowell, *The Vision of Sir Launfal*; Scott, *The Lady of the Lake*; Byron, *Childe Harold*, Canto IV, and *The Prisoner of Chillon*; Palgrave, *Golden Treasury (First Series)* Book IV, with special attention to Wordsworth, Keats, and Shelley; Poe, *The Raven*, Longfellow, *The Courtship of Miles Standish*, and Whittier, *Snow Bound*; Macaulay, *Lays of Ancient Rome* and Arnold, *Sohrab and Rustum*; Tennyson, *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

### *English B—Study and Practice.*

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon the subject-matter, style, and literary history.

The books set for this part of the examination will be, for entrance in 1914 and 1915: Shakspeare, *Macbeth*; Milton, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke, *Speech on Conciliation with America*, or Washington, *Farewell Address* and Webster, *First Bunker Hill Oration*; Macaulay, *Life of Johnson*, or Carlyle, *Essay on Burns*.

## ADMISSION

### MATHEMATICS

The definition of the requirements in Mathematics is the same as that of the College Entrance Examination Board.

#### *Algebra A*—To Quadratics.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions, including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

#### *Algebra B*—Quadratics and beyond.

Quadratic equations, both numerical and literal.

Simple cases of equations, with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial affairs. The use of graphical

## HAVERFORD COLLEGE

methods and illustrations, particularly in connection with the solution of equations, is also expected.

### *Plane Geometry.*

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including problems in loci.

Applications to the mensuration of lines and plane surfaces.

### *Solid Geometry.*

The usual theorems and constructions of good textbooks, including the relation of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including problems in loci.

Application to the mensuration of surfaces and solids.

### *Plane Trigonometry.*

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles.

Proofs of the principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas.



## ADMISSION

Solution of trigonometric equations of simple character.

Theory and use of logarithms (without the introduction of work involving infinite series).

The solution of right and oblique triangles, and practical applications.

In each subject stress will be laid upon accuracy and neatness of work. Results should be verified.

## HISTORY

(a) *Ancient History*, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages down to the death of Charlemagne.

(b) *Medieval and Modern European History*, from the death of Charlemagne to the present time.

(c) *English History*.

(d) *American History and Civil Government*.

Each of the above subjects is intended to represent one year of historical work wherein the study is given five times a week, or two years of historical work wherein the study is given three times a week.

The work should include the use of good text-books, collateral reading, practice in written work, and in locating places and movements on outline maps. The candidate should be trained in comparison and in the use of judgment as well as in the use of memory.



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### LATIN

*Latin A.* Cæsar, *Gallic War*, Books I-IV. Forms and constructions and sight translation.

*Latin B.* (a) Cicero, the speech *On the Manilian Law*, the four *Against Catiline*, and the speech *For Archias*; sight translation. (b) Vergil, *Aeneid*, Books I-VI; sight translation. (c) Translation into Latin of an English passage, based on some portion of the Cæsar or of the Cicero prescribed. Other books of Cæsar or speeches of Cicero may be offered by the candidate instead of those mentioned, *provided due notice be given*.

### GREEK

(a) Xenophon, *Anabasis*, Books I-IV. (b) Homer, *Iliad*, Books I-III, omitting the Catalog of Ships. (c) The translation at sight of simple Attic prose. (d) The translation into Greek of a simple English passage based upon some portion of the Xenophon prescribed.

The examinations will be designed to test the candidate's knowledge of grammatical forms and constructions, his ability to translate into idiomatic English, and the intelligence with which he has read the prescribed books.

### GERMAN

*Elementary German*, admitting to German 1. A knowledge of German grammar and vocabulary sufficient to enable the candidate to translate at sight into idiomatic English easy passages taken from modern German prose; to write out typical declensional and conjugational paradigms and such other grammatical forms as are usually given in school grammars; and to translate into German

## ADMISSION

simple English sentences or a piece of easy connected prose.

Candidates should have read in preparation not less than three hundred pages of modern German, including reading at sight, from the works of at least three different authors.

*Advanced German*, admitting, with the consent of the instructor, to German 2. A more thorough knowledge of grammar, vocabulary and idiom than that required for Elementary German, enabling the candidate to read at sight more difficult prose as well as poetry, and to translate into German a number of English sentences or a piece of connected prose requiring both appreciation of the English idiom and knowledge of the corresponding German idiom. The books read in German 1 (see page 48) will be considered adequate for preparation.

Students presenting themselves for examination in Advanced German will not be given credit for it unless they pass also the examination in Elementary German.

## FRENCH

*Elementary French*, admitting to French 1. (a) Proficiency in elementary grammar, including the more common irregular verbs. (b) Ability to translate simple French prose and to put into French short sentences requiring a knowledge of the simpler idioms. Candidates should have read in preparation not less than three hundred pages, including reading at sight, from the works of at least three different authors. The books read in French A (see page 50) will be considered adequate for preparation.

*Advanced French*, admitting, with the consent of the

## HAVERFORD COLLEGE

instructor, to French 2. (a) Thorough knowledge of grammar. (b) Ability to translate ordinary French of the nineteenth century. (c) Command of idiom sufficient to put into French a connected passage of ordinary English prose. As preparation an equivalent of the work done in French 1 (see page 50) is adequate.

Students who have presented themselves for examination in Advanced French will not be given credit for it unless they have passed also the examination in Elementary French.

### PHYSICS

The requirement will be one year's work, covering mechanics, sound, heat, light, and electricity. Emphasis will be laid upon the solution of problems. All students who have had laboratory work will be required to leave their laboratory note-books with the instructor at the time of the examination.

### CHEMISTRY

The requirements in chemistry will comprehend a course of at least sixty experiments performed by the pupil and accompanied by systematic instruction in the common elements and their compounds, including chemical equations, the simple gas laws, and the fundamental atomic and molecular theories. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.

### ZOÖLOGY

The requirement will be one year's work, which should include dissection of types of several of the groups of

## ADMISSION

the animal kingdom and a knowledge of the classification of animals. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

## BOTANY

The requirement will be one year's work. The student will be expected to have a fairly definite knowledge of the seed and seedling, root, stem, and leaf, the flower and fruit, the cell, and the natural history and classification of plants. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

## PHYSIOLOGY

The requirement will be one year's work, and will cover definitions and principles of physiologic study; protoplasm and its functions; chemistry of body tissues; functional activity of muscular, nervous, epithelial, and connective tissues; the digestive, circulatory, and respiratory systems, and the special senses.



## COURSE OF STUDY

The course of study includes both required and elective subjects, thus combining the breadth of knowledge and culture that comes from variety of studies with opportunity for concentration on limited fields. In addition to a general course in arts or in science, by proper choice of electives more specialized courses can be taken in mechanical engineering, in electrical engineering, in industrial chemistry, or in the preparatory work required for admission to medical schools.

*Required Subjects.*—English and one foreign language\* are required for the first two years, mathematics and another foreign language for the Freshman year. At least one course in laboratory science must be taken before graduation.† Elementary courses in history, economics, psychology, Biblical literature, ethics, and sociology are required during the last three years of the course.

*Electives.*—Some choice in languages and in one other group of subjects is allowed in Freshman year, two electives are to be chosen in Sophomore year. In both Junior and Senior years four elective courses are required and a fifth is permitted. But in choosing electives it is required that after Freshman year one subject be continued through three years and two others through two years. One required course or half-course may be counted as one year's course in the three year sequence.

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\* For the A.B. degree either Greek or Latin must be presented for admission and continued in both Freshman and Sophomore years; for the S.B. degree either French or German must be taken in both Freshman and Sophomore years.

† It is further required that for the A.B. degree *one* course from the group: biology, chemistry, physics, mathematics must be taken after the Freshman year; for the S.B. degree *two* courses from this group are required after Freshman year.

These two foot-notes indicate the differences in the requirements for the two degrees.

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## CURRICULUM

### *Freshman Year*

	HOURS
English 1 and 2.....	3
Two from* { Latin A or 1 Greek A or 1 French A, 1, or 2 German A, 1, or 2 } .....	8
Mathematics 1.....	4
One from { Chemistry 1 Physics A Engineering 3 and 4 Government 1a and History 1b } .....	3 or 4
Physical Training.....	2

### *Sophomore Year*

English 3.....	2
History 2a and Economics 1b.....	3
One of the languages taken in Freshman year*.....	4
Two from† { Greek A, 1, or 2 Latin A, 1, or 2 French A, 1, or 2 German A, 1, or 2 Biology 2 Chemistry 1 or 2 Physics 1 Mathematics 2 Engineering 2b, 3 and 4 Biblical Literature 4 } .....	8
Physical Training.....	2

### *Junior Year*

Philosophy 1a and Biblical Literature 1b†.....	3
Elective courses†.....	12§

### *Senior Year*

Philosophy 5.....	3
Elective courses†.....	12§

The letter *a* indicates first half-year. The letter *b* indicates second half-year.

\* See first foot-note on preceding page.

† See requirements in laboratory science mentioned on the preceding page (and second foot-note).

‡ In 1914-15 Biblical Literature 1b will not be required, but Juniors must take some additional elective course in the second half-year.

§ Not less than 15 and not more than 20 hours may be taken altogether in either half of Junior or of Senior year.



# SCHEDULE OF CLASSES FOR THE YEAR 1914-1915

Courses enclosed in parentheses are not offered for 1914-1915.

a=first half-year. b=second half-year. Eng.=English. Engin.=Engineering.

Classes in English 1 and 3, Economics 1b, Math. 1 and 1' are divided and half the number of scheduled hours is required. Chemistry 1 or Biology 2, when elected, requires at least five hours from the laboratory periods scheduled; Physics A or Physics 1 requires at least one laboratory period (24 hours) from the two periods scheduled. For additional courses offered for 1914-15, see note at foot of schedule.

	8.30	9.30	10.30	11.30	12.30	1.00	1.30	2.00	3.00	4.00
MONDAY	German 1 Economics 2 Math. 2 (Econ. 3a, 6b)	Greek A (Latin A) German A Astron. 1a, 2b Econ. 1a, 1b English 1 Biology	Physics A Govern. 1a History 1b Chemistry 1 Phil. 2a, 3b	French 1 Physics 1		Luncheon	English 1 (1st quarter) German 2	Biology 1a (1st quarter) English 1 (2d, 3d, 4th qr.) Economics 1b History 2a		
	Latin 3 Engin. 5b Biol. 9a, 10b	French 2 Latin 4 Philosophy 4	2 Laboratory French 3 German 3a, 4b Bib. Lit. 4 Math. 4	History 6 Eng. 12a, 14b			Chem. 2, 3, 4, 5 Lab. Physics 7	Lab.		
TUESDAY	Math. 1, 1' English 3 Physics 6 History 7a, 5b Biology 8 Eng. 9a, 10b	French 1 Physics 1 Biology 2 Math. 3 Chemistry 4 Greek 4 Eng. 8a, 6b	Greek A (Latin A) German A Physics A Lab. Chemistry 1 Lab. French 2 History 6 Physics 7 Eng. 12a, 14b	Engin. 1a, 2b German 2 History 4 Econ. 5a, 4b Biology 7		Luncheon	French A Greek 1 Latin 2 Chem. 2, 3, 4, 5 Lab. Engin. 2b, 4 Lab.	Italian 1 Latin 1 Greek 2 Govern. 3a		
			Physics A Lab.				Physics 4a, 5b Lab. Biology 5 Lab.			
WEDNESDAY	English 2 Economics 2 Math. 2 (Econ. 3a, 6b) English 3 Latin 3 Engin. 5b Biol. 9a, 10b	Greek A (Latin A) German A Astron. 1a, 2b Econ. 1a, 1b Math. 1c French 2 Latin 4 Philosophy 4	Govern. 1a History 1b Chemistry 1 Phil. 2a, 3b French 3 German 3a, 4b Fresh. Engin. 3 Lab. Bib. Lit. 4 Math. 4	French A Greek 1 Engin. 1a, 2b Latin 2		Luncheon	German 1 Chemistry 1 Italian 1 Physics 1	French 1 Lab. Philosophy 1a Bib. Lit. 2b Philosophy 5		
THURSDAY	Math. 1, 1' English 3 Physics 6 History 7a, 5b Biology 8 Eng. 9a, 10b	French 1 Physics 1 Biology 2 Math. 3 Chemistry 4 Greek 4 Eng. 8a, 6b	Physics A Govern. 1a History 1b Economics 1b History 2a Philosophy 1a Bib. Lit. 2b Philosophy 5	Meeting 11.45-12.45		Luncheon	French A Greek 1 Latin 2 Chem. 2, 3, 4, 5 Lab. Engin. 2b, 4 Lab.	Italian 1 Latin 1 Greek 2 Govern. 3a Physics 4a, 5b Biology 5 Lab.		
FRIDAY	German 1 Economics 2 Math. 2 (Econ. 3a, 6b) English 3 Latin 3 Engin. 5b Biol. 9a, 10b	Greek A (Latin A) German A Astron. 1a, 2b Econ. 1a, 1b English 1 French 2 Latin 4 Philosophy 4	Latin 1 Chemistry 1 Lab. Greek 2 Phil. 2a, 3b French 3 German 3a, 4b Bib. Lit. 4 Math. 4	French A Greek 1 Engin. 1a Latin 2 History 4 Econ. 5a, 4b Biology 7		Luncheon	English 1 (1st quarter) German 2 Biology 5	Biology 1a (1st quarter) English 1 (2d, 3d, 4th qr.) Economics 1b Philosophy 1a Bib. Lit. 2b History 2a Philosophy 5		
SATURDAY	Math. 1, 1' German 2 Physics 6 History 7a, 5b Biology 8 Eng. 9a, 10b	German 1 Physics 1 Biology 2 Math. 2 Math. 3 Greek 4 Eng. 8a, 6b	Math. 1, 1' 1 Laboratory 2 Laboratory Bib. Lit. 4 (Soph. only) History 6 Physics 7 Eng. 12a, 14b	Latin 1 Engin. 1a Greek 2 Govern. 3a Physics 4a, 5b		Dinner	The following unscheduled courses are offered for 1914-1915, the hours for which will be arranged to suit the schedules of the students electing them: Greek 5, Latin 5, German 7, French 5 and 6a, Mathematics 1c' and Mathematics 6 to 12 inclusive, Bib. Lit. 3, 5 and 6, Philosophy 6, Sociology			
	1 and 2, Biology 4, Engineering 3, and additional hours, when necessary, in Chemistry 2, 3, 4, 5. Where conflicts occur with scheduled laboratory periods, substitute laboratory hours may occasionally be arranged.									

HAVERFORD COLLEGE

COURSES OF INSTRUCTION OFFERED IN  
1914-15.

GREEK

Either Greek 1 and 2 or Latin 1 and 2 are required of candidates for the A.B. degree in Freshman and Sophomore years respectively. All Greek courses are open as electives to those properly qualified.

For New Testament Greek see Biblical Literature 5.

A. *Course for Beginners.* Thorough study of the elements of the language, followed by the reading of simple Attic prose. This course gives adequate preparation for Greek 1. Students who do not present Greek for admission and desire to begin the study in College, whether they intend to continue in the more advanced courses or not, are strongly advised to elect Greek A in Freshman year, if possible, rather than later. The course is generally given in alternate years.

Professor Baker; 4 hours.

1. *Freshman Greek.* Selections from various prose authors; Homer, *Odyssey*. Sight reading. Collateral reading on Greek private life and Greek mythology.

Professor Baker; 4 hours.

2. *Sophomore Greek.* Xenophon, *Memorabilia*; Plato, *Apology*; selections from Aristophanes' *Clouds*; selected Greek tragedies. Sight reading. History of Greek literature.

Professor Baker; 4 hours.

## COURSES OF INSTRUCTION

3. *Greek Literature.* Herodotus, Books VII and VIII; Thucydides, Books VI and VII; representative Greek dramas, both tragedy and comedy.

Professor Baker; 3 hours.

[Not offered in 1914-15.]

4. *Greek Literature.* Plato, selected dialogues; Aeschines, *Against Ctesiphon*, and Demosthenes, *On the Crown*.

Professor Baker; 3 hours.

5. *Advanced Greek Prose Composition.* Exercises and conferences. This course should be taken for at least one year by all candidates for Honors. Those who desire to qualify for High Honors are advised to take it all four years of their College course.

Professor Baker; 1 hour.

6b. *Masterpieces of Greek Literature in English.* Knowledge of Greek is not necessary for this course. It is designed primarily for men who have not studied the language, but wish to get some idea of the literature. It will include (1) lectures on the history of Greek literature, its characteristic features, and its influence; (2) collateral reading, in translation, of the *Iliad* and *Odyssey*, selected works of Plato, and selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

Professor Baker; 3 hours, second half-year.

[Not offered in 1914-15.]

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### LATIN

Either Latin 1 and 2 or Greek 1 and 2 are required of candidates for the A.B. degree in Freshman and Sophomore years respectively. All Latin courses are open as electives to those properly qualified.

A. *Course for Beginners.* This course, usually given in alternate years, consists of a thorough grounding in the elements of Latin grammar and the reading of at least three books of Cæsar's *Gallic War*, and as much as possible in Cicero's orations (see the entrance requirements, page 34) and in Vergil.

Professor R. M. Gummere; 4 hours.

[Not offered in 1914-15.]

1. *Freshman Latin.* Selections from Livy; Vergil, *Aeneid*, Books VII-XII, *Bucolics* and fourth *Georgic*. Translation at sight. Prose composition.

Professor R. M. Gummere; 4 hours.

2. *Sophomore Latin.* Pliny, selected letters; Catullus; Horace, *Odes* and *Epodes*. Translation at sight. History of Latin literature.

Professor R. M. Gummere; 4 hours.

3. *Latin Literature.* Terence, *Andria*; Plautus, *Menaechmi* and *Captives*; selections from Lucretius; Quintilian, *Institutio Oratoria*, Book X. Translation at sight.

Professor R. M. Gummere; 3 hours.

4. *Latin Literature.* The principal satires of Juvenal and Horace; Tacitus, *Annals*, Books I-VI. Translation at sight.

Professor R. M. Gummere; 3 hours.

## COURSES OF INSTRUCTION

### 5. *Advanced Latin Composition.*

Professor R. M. Gummere; 1 hour.

## ENGLISH LANGUAGE AND LITERATURE

English 1 and 2 are required of all Freshmen, English 3 of all Sophomores. The other courses are elective for Juniors and Seniors. No student will be graduated who cannot write a creditable style extemporaneously.

1. *Freshman English.* An introduction to literary aims, methods, and results. Typical aspects of British and American literature are illustrated by the study of Lamb, Dickens, Tennyson, Kipling, Emerson, Lowell, Poe, and Whitman. Class room discussion at every session. Frequent themes.

V. O. Freeburg; 2 hours.

2. *Freshman English Literature.* Lectures on the foundations of English literature, and on its development down to the time of Shakspeare.

Professor F. B. Gummere; 1 hour.

3. *Sophomore Composition.* Weekly practice in the various types of contemporary professional writing. This course also includes some practice in oral composition. A prerequisite for each theme is the study of illustrative literature.

V. O. Freeburg; 2 hours.

6b. *Debating.* A course in the science and practice of debating, which aims to develop clear, logical, and convincing speech. About two thirds of the time is



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devoted to formal debates. Foster, *Argumentation and Debating*. Limited to twelve Juniors.

V. O. Freeburg; 3 hours, second half-year.

8a. *Early English*. Bright, *Anglo-Saxon Reader*; *Elene*; *Béowulf*.

Professor F. B. Gummere; 3 hours, first half-year.

9a. *Middle English*. English literature in the thirteenth and fourteenth centuries. Chaucer, *Canterbury Tales*. English and Scottish ballads. Lectures and readings.

Professor F. B. Gummere; 3 hours, first half-year.

10b. *Elizabethan Literature*. Lectures on the development of English literature, particularly of the drama, down to Shakspeare. Readings of old plays and Elizabethan masterpieces. All the plays of Shakspeare, two of which are read critically in class.

Professor F. B. Gummere; 3 hours, second half-year.

11a. *English Literature of the Seventeenth Century*. Lectures, with readings in the general literature and a special study of Milton. Selections from the minor poems, *Comus*, certain books of *Paradise Lost*, and all of *Samson Agonistes* are read in class.

Professor F. B. Gummere; 3 hours, first half-year.

[Not offered in 1914-15.]

12a. *Eighteenth Century Literature*. A study of representative works by Addison, Steele, Swift, Pope, Gay, Hogarth, Thomson, Cowper, Johnson, Goldsmith, Sheridan, Gray, Collins, Sterne, Chatterton, and Blake.

## COURSES OF INSTRUCTION

Lectures, class room discussions, and frequent written tests.

V. O. Freeburg; 3 hours, first half-year.

13a. *Nineteenth Century Poetry.* Interpretative analysis of poems selected from the works of Coleridge, Wordsworth, Shelley, Byron, Keats, Rossetti, Arnold, Clough, Tennyson, and Browning. Lectures, class room discussions, and frequent written tests.

V. O. Freeburg; 3 hours, first half-year.

[Not offered in 1914-15.]

14b. *Dramatic Literature.* An elementary course in the history, theory, and technic of modern English drama.

1. Eighteenth Century Drama: Goldsmith and Sheridan.  
2. Shakspeare Criticism: Lamb, Coleridge, and Hazlitt.  
3. Poetic Drama: Knowles, Byron, Shelley, Tennyson, Browning, and Phillips. 4. The Renaissance of English Drama: Pinero, Jones, Shaw, Synge, and Galsworthy.  
Open only to Seniors who elect English 10b.

V. O. Freeburg; 3 hours, second half-year.

## GERMAN

All German courses are elective for those who have satisfactorily completed the prerequisites.

Students wishing to qualify for German 1 may present a satisfactory certificate of their school instruction or may pass the final examination in German A or the entrance examination in Elementary German.

A. *Course for Beginners.* Grammar, reading, composition, conversation, dictation, sight-reading. Duerr, *Essentials of German Grammar.* Such books as the follow-



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ing are read: Guerber, *Märchen und Erzählungen*; Storm, *Immensee*; Schiller, *Der Nefte als Onkel*; Hauff, *Die Karawane*; Müller, *Deutsche Liebe*; Eichendorff, *Aus dem Leben eines Taugenichts*.

T. K. Brown, Jr.; 4 hours.

1. *Freshman German*. Review of grammar and composition. Such books as the following are read: Baker, *German Stories*; Gerstäcker, *Irrfahrten*; Lessing, *Minna von Barnhelm*; Arnold, *Aprilwetter*; Baumbach, *Das Habichtsfräulein*. The following books may be read outside of class: Fouqué, *Undine*; Dahn, *Ein Kampf um Rom* (abridged); Sudermann, *Frau Sorge*; von Schefel, *Der Trompeter von Säckingen*.

T. K. Brown, Jr.; 4 hours.

2. *Sophomore German*. Study in class of representative classics of modern German literature, from the works of the following authors: Lessing, Goethe, Schiller, H. von Kleist, Grillparzer, Hebbel, Ludwig, Freytag. Outside reading of selected works by Heine, von Schefel, Keller.

T. K. Brown, Jr.; 4 hours.

3a. *Prose Composition*. Review of grammar. Pope, *German Prose Composition*. Dictation, conversation, written reports in German. A text, such as Bacon, *Im Vaterland*, is used as a basis for the introduction of the student to the language of modern daily life, and for discussion of German institutions.

T. K. Brown, Jr.; 3 hours, first half-year.

## COURSES OF INSTRUCTION

4b. *Scientific German.* Wait, *German Science Reader*; Helmholtz, *Populäre Vorträge*. Translation in class of difficult prose in science, history and philosophy, together with private reading of articles in current German periodicals, or of such material as contributes to the student's special interests.

T. K. Brown, Jr.; 3 hours, second half-year.

5a. *Goethe's Faust.* A detailed study in class of both parts of *Faust*. Lectures on the early legends of Faust and their treatment in European literature. Outside reading of various kindred dramas, such as Calderón, *El Mágico Prodigioso*; Marlowe, *Doctor Faustus*; Byron, *Manfred*; Browning, *Paracelsus*; Hauptmann, *Die versunkene Glocke*. Short theses on topics from the outside reading.

T. K. Brown, Jr.; 3 hours, first half-year.

[Not offered in 1914-15.]

6a. *German Literature of the Nineteenth Century.* Lectures on the main literary phenomena of the last century. Study in class of typical works of such writers as H. von Kleist, Arndt, Körner, Heine, Uhland, Grillparzer, Hebbel, Sudermann, Hauptmann.

T. K. Brown, Jr.; 3 hours, first half-year.

[Not offered in 1914-15.]

7. *Middle High German.* Wright, *Middle High-German Primer*; Paul, *Mittelhochdeutsche Grammatik*. Bartsch, *Das Nibelungenlied*. Poems of Walther von der Vogelweide.

T. K. Brown, Jr.; 3 hours, half-year.

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### FRENCH

All French courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for French 1 may present a satisfactory certificate of their school instruction in French, or may pass the final examination in French A or the entrance examination in Elementary French.

A. *Course for Beginners.* Elementary grammar and the reading of simple texts. The following books are used: Fraser and Squair, *French Grammar*; About, *Le Roi des Montagnes*; Halévy, *Un Mariage d'Amour*; Labiche, *Le Voyage de Monsieur Perrichon*.

Professor Spiers; 4 hours.

1. *Freshman French.* Grammar work and reading. The following books are used: Spiers, *French Exercises*; Daudet, *Tartarin de Tarascon*; Thiers, *Expédition de Bonaparte en Egypte*; Voltaire, *Contes*; Loti, *Pêcheur d'Islande*; Balzac, *Eugénie Grandet*; Hugo, *Hernani*.

Professor Spiers; 4 hours.

2. *Sophomore French.* Reading, both in the class room and as outside work, of French classics. Typical works of the following authors are read: Corneille, Racine, Molière, La Fontaine, Mme. de Lafayette, Voltaire, Chateaubriand, Hugo, Lamartine, Musset, Bornier, Rosstand. In connection with the above the instructor gives a few lectures on the history of French literature.

Professor Spiers; 4 hours.

## COURSES OF INSTRUCTION

3. *History of French Literature.* A lecture course treating the history of French literature from its origins to the present time. A large amount of outside reading, with written reports, is required. This course is conducted partly in French, and is open only to students who have passed creditably in French 2.

Professor Spiers; 3 hours.

4. *Composition and Conversation.* A course in French conversation and advanced composition. This course may be elected only after consultation with the instructor.

Professor Spiers; 3 hours.

[Not offered in 1914-15.]

5. *French Authors and Literary Types.* Reading, conferences, and reports on limited fields of French literature—e. g., the works of Corneille, Racine, or Molière; French novelists of the nineteenth century. This course is regularly open to Juniors and Seniors only; others may be admitted with the permission of the instructor. It counts as a two-hour course or as a three-hour course, according to the work chosen.

Professor Spiers.

6a. *Comparative Literature.* A course in comparative drama. Characteristic plays by the following dramatists are studied: Aeschylus, Sophocles, Shakspeare, Corneille, Racine, Molière, Schiller, Lessing, Alfieri, Calderón, Goldsmith, Sheridan, Pinero, Ibsen, Hauptmann, Stephen Phillips, Augier and Brieux.

Professor Spiers; 3 hours, first half-year.

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### SPANISH

1. *Course for Beginners.* An elementary course intended for those who wish the essentials of the Spanish language, either for a business career or for literary work. The following books are used: Hills and Ford, *A Spanish Grammar*; Alarcón, *El Sombrero de Tres Picos*; Taboada, *Cuentos Alegres*; Moratín, *El Sí de las Niñas*; Calderón, *La Vida es Sueño*; Ford, *Selections from Don Quijote*.

Professor Spiers; 3 hours.

[Not offered in 1914-15.]

### ITALIAN

1. *Course for Beginners.* An elementary course in reading Italian. Grandgent, *Italian Grammar*, and Marinoni, *Italian Reading*, are used. The following authors are read: Goldoni, Boccaccio, Dante.

Professor Spiers; 3 hours.

### MATHEMATICS

The courses in mathematics are arranged as far as possible to suit the needs of those students who (1) take them as part of their required Freshman and Sophomore work and do not intend to proceed further in mathematics, or (2) elect them as a minor subject and take either physics or engineering as a major subject, or (3) elect them as a major subject.

Courses 1, 2, 3, and 4 are given every year. The electives offered in any one year will be such as the needs of the department may require. Courses, either for undergraduates or graduates, on certain subjects other than those named below may be arranged for by consultation with the instructor.

## COURSES OF INSTRUCTION

In the Library will be found some of the principal journals, treatises, and collected works. There are also libraries near by where other works and journals may be consulted. In one of the lecture rooms is a collection of mathematical models.

Courses 1a, 1b, 1a', and 1b' are required of all Freshmen, except that students who have presented solid geometry and trigonometry for entrance may, with the consent of the professor in charge, substitute 1c' for 1a', 1b'. The required courses, together with 1c, constitute the honor courses in mathematics for Freshmen.

Courses 2a and 2b are for Sophomores. These courses, together with 2c, constitute the honor courses in mathematics for Sophomores.

Courses 3a and 3b should be taken by students electing mathematics in the Junior year. These courses, together with 3c, constitute the honor courses in mathematics for Juniors.

The Freshman and Sophomore mathematical prizes are open only to students taking the honor courses in these years.

1a and 1b. *Algebra*, including infinite series, undetermined coefficients, the binomial theorem for fractional and negative exponents, logarithms, probability, determinants, and the elements of the theory of equations. Fine, *College Algebra*.

Professor Reid; 2 hours.

1a'. *Solid Geometry and Mensuration*. Jackson, *Elementary Solid Geometry*.

Professor Wilson; 2 hours, first half-year.



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1b'. *Trigonometry.* The elements of plane trigonometry, including the solution of right and oblique plane triangles, with applications to practical problems. Hun and MacInnes, *Plane Trigonometry*.

Professor Wilson; 2 hours, second half-year.

1c. *Special Topics in Algebra.*

Professor Reid; 1 hour.

1c'. *Special Topics in Trigonometry and Solid Geometry,* including spherical trigonometry.

Professor Wilson; 2 hours.

2a. *Plane Analytic Geometry.* Fine and Thompson, *Coördinate Geometry*.

Professor Wilson; 4 hours, first half-year.

2b. *Differential Calculus.* McMahon and Snyder, *Differential Calculus*.

Professor Wilson; 4 hours, second half-year.

2c. *Special Topics in Analytic Geometry.*

Professor Wilson; 1 hour.

3a. *Solid Analytic Geometry.* Fine and Thompson, *Coördinate Geometry*.

Professor Reid; 3 hours, first half-year.

3b. *Integral Calculus and Elementary Differential Equations.* Murray, *Integral Calculus*.

Professor Reid; 3 hours, second half-year.



## COURSES OF INSTRUCTION

### 3c. *Special Topics in Calculus.*

Professor Reid; 1 hour

### 4a. *Elementary Statics and Dynamics.* Jeans, *Theoretical Mechanics.*

Professor Wilson; 3 hours, first half-year.

### 4b. *Dynamics of a Particle and Elementary Rigid Dynamics.* Jeans, *Theoretical Mechanics.*

Professor Wilson; 3 hours, second half-year.

### 5. *Descriptive Geometry.* See Engineering 4.

A selection from the following courses is given each year. A student wishing to take any of them should apply to the professor in charge.

### 6. *Introduction to the Theory of Functions.* Prerequisites, 3a and 3b. Harkness and Morley, *Introduction to Analytic Functions.*

Professor Reid; 3 hours.

### 7. *Theory of Equations.* Cajori, *Theory of Equations.* An introduction to the Galois theory.

Professor Reid; 3 hours, half-year.

### 8. *Differential Equations.* The subject will be treated on lines similar to those of Forsyth's text-books. Prerequisite, 3b.

Professor Wilson; 3 hours, half-year.

### 9. *The Differential Equations of Physics.* Simple applications of the subject.

Professor Wilson; 3 hours, half-year.

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10. *Theory of Probability.*

Professor Reid; 3 hours, half-year

11. *Analytic Geometry of Three Dimensions.* Theory of surfaces and curves in space. C. Smith, *Solid Geometry.*

Professor Reid; 3 hours, half-year.

12. *Elements of the Theory of Algebraic Numbers.*

Professor Reid; 3 hours.

13. *Course in Analysis.* Wilson, *Advanced Calculus*, and lectures.

Professor Reid; 3 hours.

## HISTORY

A liberal use of the College Library facilities is required in all the history courses. The modern methods of historical study are developed progressively throughout the four years.

History 1*b* with Government 1*a* forms one of a group of Freshman electives (see page 40).

History 2*a* is required of all Sophomores. History 3, 4, 5*b*, 6, and 7*a* are electives for Juniors and Seniors. History 6 is open only to Seniors. History 7*a* may be taken only with the consent of the instructors.

1*b*. *General Course in English History.* Much of the subject matter is obviously dealt with in outline form. The unity and continuity of English history are developed and emphasis is laid upon such phases of the subject matter as will especially aid the student in understand-

## COURSES OF INSTRUCTION

ing modern constitutional development in Europe and the United States.

Professor Kelsey; 3 hours, second half-year.

*2a. European History.* The two-fold object of this course is to develop the general background of historical knowledge in the student, and to introduce him to the methods of historical study. In a brief introductory survey the student is required to fix definitely in his mind some of the essential landmarks of medieval history. The course is then brought down to the present by a more thorough study of the modern period.

Professor Kelsey; 3 hours, first half-year.

*3. American History to 1789.* Conditions in Europe leading to colonization; the motives and methods of colonization; expansion of the English colonies; rivalry of the English and the French; development of industrial, social, and political conditions; growth toward independence and union; the Revolution; the Confederation; the adoption of the Constitution.

Professor Kelsey; 3 hours.

[Not offered in 1914-15.]

*4. History of the United States, 1789-1914.* Constitutional and political history of the United States from the adoption of the Constitution to the present time. The following topics cover the points of chief emphasis in the course: the organization of the new government; the rise of political parties and the growth of nationality; westward extension; economic development and sectional divergence; the relation of slavery to the approach-

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ing contest; the Civil War and the result; economic development as related to present political tendencies.

Professor Kelsey; 3 hours.

*5b. Medieval History.* This course includes a survey of the civilization of Europe at the beginning of the Middle Ages and deals with the decline of the Roman Empire, the Gothic invasion, the rise and fall of Saracen civilization, the growth and decay of Charlemagne's empire, feudalism, the Crusades, the conflicts between the Empire and the Papacy, and the Reformation.

Dr. Bolles; 3 hours, second half-year.

*6. Modern History.* This course is designed to lead the student through the avenues of history to an understanding of modern political problems.\* The first part of the course covers the outline of world history since 1815. With this background a topical study is made of some great problems of the present age. Typical problems considered are: cabinet government, suffrage, direct legislation, proportional representation, paternalism, imperialism, militarism, the peace movement.

Professor Kelsey; 3 hours.

*7a. Greco-Roman Civilization.* On the basis of an adequate outline of political history the culture of the three following periods is described: (a) the ancient Greek from the beginnings of Aegean civilization to the death of Alexander, (b) the Hellenistic age to the accession of Augustus, (c) Roman history to the fall of Rome. Lectures, readings, and reports.

Professor Baker, H. J. Cadbury, and Professor R. M. Gummere; 3 hours, first half-year.

## COURSES OF INSTRUCTION

### ECONOMICS

Economics 1b is required of all Sophomores. The other courses in Economics are elective.

1b. *Elementary Economics.* The purpose in this course is to acquaint the student with the fundamental principles of economic science and to promote his preparation for the duties of citizenship. The principles are developed from a study and discussion of the actual processes and organization of industrial society. A series of problems are set for solution and discussed in connection with the study of text-books, collateral reading, and lectures. Juniors and Seniors may profitably take as an elective the second half of this course, 1a.

Professor Barrett; 3 hours, second half-year.

1a. *Elementary Economics.* A continuation of course 1b giving opportunity to cover the second half of the principles of the subject for which course 1b does not afford sufficient time. Open as an elective to Juniors and Seniors who have taken Economics 1b.

Professor Barrett; 3 hours, first half-year.

2. *Transportation and Corporations.* (a) The historical development and present status of railway systems and canals in the United States are treated. The problems of rate-making, pooling, consolidation, public control, are discussed. The relation of railways to shippers and to the public is shown. (b) A study is made of industrial organization and the trust problem. The topics include forms of business organization, covering partnerships, corporations, pools, trusts, and holding companies;

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the evils of corporate management, such as fraudulent promotion, over-capitalization, and speculation; public control.

Professor Barrett; 3 hours.

*3a. Labor Problems.* A study is made of the factory system, collective bargaining, trade unions, employers' associations, strikes and boycotts, methods of arbitration and conciliation, labor legislation and court decisions, employers' liability, workmen's insurance and compensation systems, etc. An extended investigation of some phase of the labor question is required of each student and the results are presented in a report to the members of the course. Lectures and discussion of assigned readings.

Professor Barrett; 3 hours, first half-year.

[Not offered in 1914-15.]

*4b. Money and Banking.* The course begins with a review of the principles of money and of the functions of a bank, followed by a brief survey of the history and present practice of banking in leading countries, but with extended study of conditions in the United States. Such practical problems as the monetary standard, paper money, credit, price movements and their effects on incomes and the cost of living, crises, foreign exchange, and the proposed reforms in our banking system are taken up.

Professor Barrett; 3 hours, second half-year.

*5a. Commercial Law and Banking.* An exposition of the leading principles of the law relating to contracts: who can make them; what assent is needful; what con-



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sideration is required; how they are interpreted and enforced. Also the law relating to particular subjects: sales, carriage of goods and passengers, agency, partnership, negotiable paper, checks, guaranty, surety, payments, interest, shipping, insurance, deeds and loans, and corporations. The practice and most important legal principles of banking; the methods of raising the capital; modes of organizing national and state banks, savings banks, trust and finance companies; the resources of a bank and the modes of lending them; the duties of its directors, president, cashier, tellers, bookkeepers, and other officials; public and private examinations and audits.

Dr. Bolles; 3 hours, first half-year.

*6b. Special Problems.* The subject of this course will be chosen from year to year, according to the desire of instructor and students, from the following: (1) The greenbacks and resumption of specie payments, a study of America's experience with paper money in the period 1861-1879. (2) Socialism, a study of present day social discontent and some remedies offered for it. (3) Distribution of wealth, a study of the problems of value and distribution as discussed by eminent writers from the time of Adam Smith to the present.

Professor Barrett; 3 hours, second half-year.

[Not offered in 1914-15.]

*7b. Sociology.* This course begins with a brief introduction to the general theory of sociology. A study is made of the development of modern social institutions with especial reference to the family and the problems of marriage and divorce. The problems of pauperism and crime, with the methods and principles of modern

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relief policies, are taken up. Institutions in Philadelphia for the betterment of the dependent and neglected classes are visited by students. The course is conducted by means of lectures, text-books, collateral reading, and reports.

Professor Barrett; 3 hours, second half-year.  
[Not offered in 1914-15.]

### GOVERNMENT

Government 1a with History 1b forms one of a group of Freshman electives (see page 40). The other courses in government are elective for Juniors and Seniors.

1a. *Constitutional Government.* This course affords a general survey of the political and constitutional phases of government. Emphasis is laid upon the elementary principles of political science and upon the actual working of the governments of the United States and England. The course is conducted by means of text-book, informal lectures, and collateral reading.

Professor Barrett; 3 hours, first half-year.

2a. *Expenditure and Revenue.* A description of the mode of expending and collecting the revenues of the national and state governments. The functions of government are briefly set forth and expenditures are classified. The mode in which expenditures are made by the different departments of the national government is then discussed, followed by a description of the bills appropriating money. The different kinds of taxes are next considered, the principles on which the laws of taxation are based, and the

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modes of administering these taxes. The expenditures and revenues of the state are treated in the same manner.

Dr. Bolles; 3 hours, first half-year.

[Not offered in 1914-15.]

3a. *Blackstone*. This course is intended to meet the admission requirements of the law schools in this subject. The class work consists of quizzes and explanations of the more difficult and important parts of the work.

Dr. Bolles; 3 hours, first half-year.

## BIBLICAL LITERATURE

After 1914-15 Course 1b is required of all Juniors. Courses 2, 3, 4, 5 and 6 are elective for Juniors and Seniors. Course 4 may be elected by Sophomores as a four-hour course. Course 5 is open only to students who have taken Greek 1. For other related courses see Philosophy 2 and 3.

1b. *Life and Teachings of Jesus*. After a general study of the origin and character of the gospels, the main features of Jesus' life and teachings are considered in detail. Kent, *Historical Bible*, Vol. V, is used as a text-book. Recitations, lectures, readings, and reports.

H. J. Cadbury; 3 hours, second half-year.

[Not offered in 1914-15.]

2b. *Life and Times of Paul*. The general conditions of New Testament times are reviewed, and the life and work of Paul is studied on the basis of his letters and the *Acts of the Apostles*, with some consideration of his personality and religious beliefs.

H. J. Cadbury; 3 hours, second half-year.

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3. *Introduction to the New Testament.* The history of the canon, text, and English translation of the New Testament, with the study of the origin of the several books (date, authorship, and related questions of "introduction").

H. J. Cadbury; 3 hours.

4. *Old Testament History and Introduction.* A thorough study of the most important parts of the Old Testament and Apocrypha based on Kent, *Historical Bible*, Vols. I-IV. Recitations, lectures, and reports.

H. J. Cadbury; 3 hours, or more.

5. *Greek New Testament.* Translation and explanation of the Greek text of books selected from the New Testament (or other Christian and Jewish writings) with lectures, readings, and investigations on related historical, literary, and linguistic subjects. The work of this course is so varied that it may be elected in several half-years.

H. J. Cadbury; 3 hours, half-year.

6. *Elementary Hebrew.* Davidson, *An Introductory Hebrew Grammar*. Selected readings from the Old Testament.

H. J. Cadbury; 3 hours.

## PHILOSOPHY

Course 5 is required of all Seniors. Course 1a is required of all Juniors. All other courses are electives for Juniors and Seniors. Course 6 may be taken only by the special permission of the instructor.

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1a. *Psychology*. A course in general psychology. James, *Psychology (Briefer Course)*, is used as a text-book supplemented by lectures. A short series of lectures is also given on logic.

Professor Jones; 3 hours, first half-year.

2a. *Development of Christian Thought*. This course is devoted to a study of the original message of Christianity and the development of Christian thought as found in the Gospels and Epistles of the New Testament. It consists of lectures, assigned reading, and theses.

Professor Jones; 3 hours, first half-year.

3b. *Development of Christian Thought*. This course deals with the great types of Christian thought in its development in different epochs of the Church from the end of the Apostolic Age down to modern times, including the intellectual movements of the first three centuries, the Augustinian conception of Christianity, the Lutheran, the Calvinistic, and the Quaker conception. Lectures, assigned reading, and theses.

Professor Jones; 3 hours, second half-year.

4. *History of Philosophy*. The chief systems of philosophy from the earliest period down to modern times. The development of theories of idealism receives special attention. The text-books required are Weber, *History of Philosophy*, and Royce, *The Spirit of Modern Philosophy*. Lectures, collateral reading, discussions, and theses.

Professor Jones; 3 hours.

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5. *Ethics and Sociology.* In this course are considered: (a) the important ethical theories in their historic development and the task of discovering a satisfactory criterion or basis of moral action; (b) some current problems of practical ethics; (c) the history of modern social movements and the philosophy, ideals, and program of social work.

Professors Sharpless, Jones, and Watson; 3 hours.

6. *Religious and Philosophical Movements.* This course is for advanced students and honor men only, and is conducted on the seminar method. Different epochs are studied from year to year.

Professor Jones; 2 hours.

## SOCIOLOGY

These courses in sociology are elective for Seniors and Juniors. For other related courses see Economics 7 and Philosophy 5.

1. *Origin and Development of Social Institutions.* This course is intended to serve as a general introduction to the study of society. The evolutionary point of view as applied to social institutions affords a perspective that is valuable in dealing with modern social problems. A study will be made of the origin and development of social institutions, with especial emphasis on the modern family in its sociological aspects.

Professor Watson; 3 hours.

2. *Theory and Practice of Social Work.* The purpose of this course is to acquaint the student with the actual



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social problems confronting a modern community and the present methods employed in meeting them. The course will begin with a discussion of the purposes and methods of social surveys, using several of the best known as a basis of study. This will be followed by a first-hand examination of the leading social agencies of Philadelphia. The course will be conducted by means of lectures, collateral reading, visits to institutions, reports, and field work where possible.

Professor Watson; 3 hours.

### ASTRONOMY

The Haverford Observatory affords students the means of becoming familiar with the use of astronomical instruments, and of acquiring, from actual observation, a practical acquaintance with astronomy.

It contains two equatorial telescopes, one by Clark, with an object-glass 10 inches in diameter, with filar micrometer and eyepieces; and one with an object-glass  $8\frac{1}{4}$  inches in diameter by Fitz; a Newtonian reflector with a silver-on-glass speculum  $8\frac{1}{4}$  inches in diameter; a Grubb prismatic spectroscope; a meridian circle of  $3\frac{3}{4}$  inch aperture; a combined transit and zenith telescope of  $1\frac{3}{4}$  inch aperture; two sextants; a mean time and a sidereal time clock, both being electrically connected with a chronograph by Bond.

The latitude of the Observatory is  $40^{\circ} 0' 40.1''$  north; its longitude, 5 h. 1 m. 14.5 sec. west from Greenwich.

*1a. Elementary Astronomy.* This course is mainly descriptive. It sets forth the leading facts of astronomy and gives an elementary explanation of the methods by

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which they are ascertained. Lectures and recitations. Moulton, *Introduction to Astronomy*.

Professor Wilson; 3 hours, first half-year.

2b. *Elements of Practical Astronomy*. A study of the sextant, transit, and equatorial; practice in determination of instrumental constants, latitude and time. The course is opened with a brief review of the essentials of spherical trigonometry. Campbell, *Practical Astronomy*, with use of the *American Ephemeris*. Prerequisite, Astronomy 1a. Lectures and observatory work.

Professor Wilson; 3 hours, second half-year.

## BIOLOGY

The Biological Laboratory is amply equipped with microscopes, reagents, and all other necessary apparatus and appliances. It also contains several hundred biological works and zoölogical, anatomical, and botanical charts.

The courses of the department are suitable for students intending to study medicine.

Course 1 is required of all Freshmen during the first half-year.

Courses 2 to 10 are elective, but Courses 3 to 6, inclusive, must be preceded by Course 2.

1a. *Elementary Physiology and Hygiene*. This course is preparatory to the general physical training required by the College, and includes general physiology, hygiene, a brief review of human anatomy, and lectures on first aid to the injured.

Professor Babbitt; 1 hour, first half-year.

## COURSES OF INSTRUCTION

2. *Elementary Biology.* The lectures of this course are devoted to a discussion of the fundamental principles of the structure and life-processes of animals and plants and also to some of the more important questions relating to their origin and evolution. The laboratory periods are devoted to the practical study and discussion of typical representatives of some of the greater groups of animals and plants. Many field excursions are taken in order to study animals and plants in their natural environment.

Professor Pratt; 4 hours.

3. *Comparative Anatomy of Vertebrates.* The laboratory work of this course includes the dissection and study of a cartilaginous and a bony fish, an amphibian, a reptile, a bird, and a mammal. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

[Not offered in 1914-15.]

4. *General Morphology.* This course is intended for those who may wish to make a more extended study of any group of animals or plants than is possible in the other courses.

Professor Pratt; 3 hours, or more.

5. *Histology and Embryology of Vertebrates.* The laboratory work in this course is devoted to the study of vertebrate histology and the embryology of the frog, the chick, and the pig. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

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6a. *General Botany.* The laboratory work of this course consists of the dissection and study of typical representatives of the principal groups of plants. One lecture or recitation and two laboratory periods a week.

Professor Pratt; 3 hours, first half-year.

[Not offered in 1914-15.]

7. *Biological Theories.* This is a general cultural course, intended not only for scientific students but for all who wish to be informed on current biological matters and theories. It consists of lectures and readings on animals and plants, and on the most important theories of the nature and maintenance of life and of evolution and heredity.

Professor Pratt; 3 hours.

8. *Human Anatomy.* A course in general and applied anatomy, for medical and legal students, for prospective teachers in physical training and for general scientific education. The first half-year covers osteology, syndes-mology, and the muscular system. The second half-year covers the thorax and abdomen, the reproductive organs, the brain and central nervous system, and the special sense organs. The equipment includes a skeleton, a disarticulated skull, a manikin and charts, and enlarged models of the eye, ear, throat, and heart. The course is supplemented by visits to medical clinics, Blockley Hospital, and dissecting rooms in Philadelphia.

Professor Babbitt; 3 hours.

9a. *Advanced and Applied Physiology.* A course in general advanced physiology with special study of blood, digestive secretions and excretions, the vasomotor sys-

## COURSES OF INSTRUCTION

tem, and the physiology of reproduction. The laboratory periods will be devoted to examination of the blood, secretions, urine and blood pressure, artificial digestion, stomach analysis, muscle tracings, etc.

Professor Babbitt; 3 hours, first half-year.

*10b. Bacteriology and Hygiene.* A course in general bacteriological study of the more common parasitic bacteria with appropriate apparatus for their culture and analysis; sanitation and municipal hygiene; history of epidemics and world plagues; climatological variations in their national and local aspects. Visits are made to public laboratories of hygiene.

Professor Babbitt; 3 hours, second half-year.

## GEOLOGY

*1b. Elementary Geology.* A discussion of the general principles of the science. Excursions are taken occasionally in which the physiographical and geological features of the country about Haverford are studied, and trips are made to the important paleontological and mineralogical collections of Philadelphia.

Professor Pratt; 3 hours, second half-year.

[Not offered in 1914-15.]

## CHEMISTRY

The chemical laboratory affords ample facilities for the prosecution of elementary or advanced work. The professor and his assistants are in constant attendance. The laboratory work comprises elementary experiments in general chemistry; the preparation of a number of pure compounds; qualitative and quantitative analysis;



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and experimental work illustrating chemical laws and theories. Chemistry 1 may be taken by Freshmen with the consent of the instructor.

1. *Elementary General Chemistry.* In this course students will ordinarily have two lectures or recitations and two laboratory periods a week. The preparation, properties, and uses of the more important elements and inorganic compounds are discussed in the lectures and are illustrated by experiments. In the laboratory the time is given mainly to the preparation and study of the non-metallic elements and a few of their compounds.

Professor Hall; 4 hours.

2. *Qualitative Analysis.* The exercises are mainly practical, but there is, each week, at least one lecture or examination. Although the instruction is devoted chiefly to the methods of qualitative analysis, it is expected that the student will increase materially his knowledge of general chemistry by following this course.

Professor Hall; 3 hours, or more by arrangement.

3. *Quantitative Analysis.* The simpler gravimetric and volumetric methods of analysis are studied. The calibration of flasks and burettes is also included.

Professor Hall; 3 hours, or more by arrangement.

4. *Organic Chemistry.* This course consists of lectures, recitations, and laboratory work throughout the year. It will be found useful not only to those intending to become chemists, but also to students of biology and medicine.

Professor Hall; 3 hours.



## COURSES OF INSTRUCTION

5. *Advanced Quantitative Analysis.* This course is a continuation of Course 3, but includes the analysis of silicates and other complex compounds, the examination of water, milk, butter, iron, steel, etc.

Professor Hall; 3 hours, or more by arrangement.

### PHYSICS

The efficiency of the Department of Physics has been greatly increased by the acquisition of the large lecture room and laboratory recently vacated by the Department of Chemistry; and also by the installation in the basement of Founders Hall of a modern shop for instrument-making. A rotary pump delivers either compressed air or a vacuum to all rooms occupied by the Department. A new 24-inch induction coil and accessory apparatus has made the laboratory well equipped for all sorts of X-ray work. The wireless telegraph station is in communication with neighboring stations in the state. All apparatus has been carefully chosen to illustrate the principal phenomena dealt with in the lecture demonstrations of both elementary and advanced work.

The apparatus belonging to the electrical laboratory was selected to illustrate the modern application of electricity as well as its fundamental principles. This includes many types of generators and motors, both alternating and direct; a complete line of measuring instruments; arc and incandescent lamps; galvanometers, bridges, standards, etc. All the rooms are supplied throughout with both gas and electric light. The following currents are available: 20 volt storage battery, 110 volt direct, 110 and 200 volt 60 cycle three phase alternating, and, by means of transformers, other voltages and phase relations.

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Course A is intended for those who have never studied Physics before.

Courses 2 and 4 are usually given in alternate years, as are also 3 and 5, and all are open as electives to those who have taken Course 1.

Courses 6 and 7 are open as electives to those who have satisfactorily completed the prerequisites. These courses are given every year.

A. *Elementary Physics.* The work is intended to cover the ground of a good high school course. The student is made familiar with natural laws and their applications to daily life, and receives sufficient preparation to enable him to pursue the subject further. The lectures are accompanied by numerous experimental demonstrations. There are two lectures and one laboratory period per week.

Professor Palmer and W. O. Sawtelle; 3 hours.

1. *General Physics.* This course is open to those who have offered physics for entrance to College or have passed Physics A. Mechanics, sound, heat, light, magnetism, and electricity are taken up and treated in detail. A feature of this course is the laboratory work, the chief aim of which is accuracy of observation and of measurement. At least one period each week is spent in the laboratory. The text-books are Spinney, *General Physics*, and Ames and Bliss, *Manual of Experiments in Physics*.

Professor Palmer and W. O. Sawtelle; 4 hours.

2a. *Electrical Measurements.* The laboratory work of this course supplements that of Physics 1 in magnetism and electricity, and consists of fundamental experiments in the measurement of magnetic hysteresis, currents, re-

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sistances, electromotive forces, capacity, and inductance. The lectures are devoted chiefly to the description and explanation of phenomena met with in the laboratory. The text-book is Hadley, *Magnetism and Electricity for Students*.

W. O. Sawtelle; 3 hours, first half-year.

[Not offered in 1914-15.]

3b. *Electric Conduction in Gases and Radioactivity*. A study of vacuum tube phenomena, cathode rays, Roentgen rays, and radioactivity is followed by an introduction to the theory of ionization, and to the corpuscular theory of matter. The lectures are accompanied by many interesting demonstrations. There is no laboratory work. The text-book is McClung, *Conduction of Electricity*, and the books of J. J. Thompson, Rutherford, and Fournier are used for reference.

Professor Palmer; 3 hours, second half-year.

[Not offered in 1914-15.]

4a. *Wireless Telegraphy*. In this course a brief study of mutual inductance, self-inductance, and capacity leads to a discussion of electric waves, their properties and measurement. Finally the application of these subjects is made to wireless telegraphy, and the student is given an opportunity to apply his knowledge both in sending and receiving messages at the department wireless station. A small amount of laboratory work may be required. The text-book is Pierce, *Principles of Wireless Telegraphy*.

W. O. Sawtelle; 3 hours, first half-year.

5b. *Light*. In this course a brief study is made of fundamental phenomena of light. A small amount of labora-

## HAVERFORD COLLEGE

tory work is required, including the determination of indices of refraction, the measurement of wave-length and of spectra, and the observation of certain phenomena of diffraction and of polarization. Preston, *Theory of Light*, and Wood, *Physical Optics*, are used for reference.

Professor Palmer; 3 hours, second half-year.

6. *Electrical Engineering*. This course includes a general survey of electrical science with its applications. A knowledge of electricity such as would be obtained in Physics A is required. The instruction is carried on by text-book, lectures, and laboratory work. It includes a study of instruments, generators, motors, transformers, arc and incandescent lamps, heaters, welders, the telephone, etc. The practical phases of the subject, such as wiring buildings, testing apparatus, etc., are taken up as far as time permits.

Professor Rittenhouse; 3 hours.

7a. *Electrical Engineering*. Prerequisite, Physics 6 or equivalent. A detailed study of direct current electrical apparatus. At least one laboratory period a week is required. The experiments include the calibration of instruments; efficiency tests of generators and motors; study of arc and incandescent lamps, etc.

Professor Rittenhouse; 3 hours, or more, first half-year.

7b. *Electrical Engineering*. Prerequisite, Physics 6 or equivalent. The theory of alternating currents and a study of alternating current apparatus. Power costs and the modern applications are studied and illustrated by visits to the large power houses, sub-stations, etc.,

## COURSES OF INSTRUCTION

in Philadelphia and the vicinity. At least one laboratory period a week is required.

Professor Rittenhouse; 3 hours or more, second half-year.

### ENGINEERING

The engineering courses are designed to give a thorough training in fundamental engineering principles and, as far as practicable, to teach the application of these principles to the generation and utilization of power and to the construction of machines.

Exceptional facilities for observing the practical side of the work are offered by the many manufacturing companies in and near Philadelphia, and frequent inspection trips are taken.

The Engineering Department occupies Whitall Hall, a commodious stone building, three stories high. The equipment of the shop is modern and of the best quality. The woodworking room affords accommodation for fourteen students. The benches are provided with quick-action vises and a complete set of carpenter's tools for each student. This shop contains a 36" band saw and four wood-lathes. The iron-working room contains a 24" x 12' Blaisdel engine-lathe and three smaller engine-lathes; a 24" x 24" x 6' planer, a Becker-Brainard universal milling-machine, a Gould and Eberhardt 16" shaper, two drill-presses, several vises and complete sets of machinist's tools for bench-work, pipe-fitting, etc. Steam-engine indicators, weighing-scales, standard pressure-gauges, calorimeters and electrical measuring-instruments, in connection with the central heating and lighting plant, afford good opportunity for the testing of boilers, engines and dynamos. A 30,000-pound Riehle



## HAVERFORD COLLEGE

screw testing-machine gives opportunity for testing materials and for investigating the laws of stress and strain. The third story of the building is devoted to drawing; it is a large and well-lighted room, where thirty students may be accommodated at one time. The equipment includes a number of pieces for study and sketching, such as steam and air pumps, safety-valves, shaft-hangers, etc.

A description of the mechanical courses is given below. For the electrical engineering courses see Physics 6 and 7.

All of these courses are open as electives to those who have satisfactorily completed the prerequisites.

Special courses may be arranged to suit the needs of those students intending to continue their engineering studies at other institutions.

*1a. Steam Engineering.* A study of the action of steam and gas engines, condensers, air-compressors, steam-boilers, etc. Horse-power tests are made and efficiencies studied. The thermo-dynamic principles involved are considered in the latter half of the course. Hydraulics, refrigeration, heating, and ventilation are taken up as far as time permits. This course consists of four recitations or lectures.

Professor Rittenhouse; 4 hours, first half-year.

*2b. Elements of Mechanism.* A study of the mechanical movements employed in machinery; various methods of transmitting and transforming motion; a detailed study of the teeth of wheels. This course includes lec-



## COURSES OF INSTRUCTION

tures, recitations, and at least one draughting-room period a week.

Professor Rittenhouse and O. M. Chase; 3 hours or more, second half-year.

3. *Practical Mechanics.* The complete work of this course may be taken in two years, by devoting five hours a week to it. The work is divided into half-year courses, any one of which may be elected by qualified students.

Each new operation is preceded by a study of certain references in text-books, and the student is required to keep notes on such references as well as on the work done.

The wood-working begins with a study of the tools and progresses through graded exercises in joinery, turning, and pattern-making.

Other courses in the shop cover foundry work, forge work, machine tool work, bench-work in filing, chipping, etc. and pipe-fitting. During the first year each student overhauls a steam engine, sketches the various parts and learns their names and functions.

In connection with the iron-work, a short course is given on metallurgy.

The grades in this course are based upon the faithfulness of the student in his work, his promptness, and his care of tools, as well as upon the accuracy of his work and the amount of time occupied on each exercise.

Professor Rittenhouse and P. W. Weaver; 2 hours, or more by arrangement.

4. *Mechanical Drawing and Machine Design.* The work is divided into half-year courses, any one of which may

## HAVERFORD COLLEGE

be elected by qualified students. The first exercises are designed to give facility in the use of instruments. These are followed by the elementary projection of solids and complicated intersections, a short course in descriptive geometry, and the exact and the conventional representation of threads, bolts, and nuts.

Sketching and dimensioning from models are next taken up and simple working drawings are made from these sketches. Spur and bevel gear-wheels, screw and other gearing, quick return motions, and the various transmission gears are taken up and designed in connection with the course in mechanism.

A number of practical problems in valve-gears, involving the plane slide valve, piston-valve, Corliss-valve, shifting eccentrics, link motions, etc., are solved by each student. The course concludes with the design of a steam or gas engine and complete detail drawings of all working parts, or the equivalent.

O. M. Chase and Professor Rittenhouse; 2 hours, or more by arrangement.

*5b. Mechanics of Materials.* A study of the materials employed in engineering constructions; of stress and strain; of beams and columns; of shafting; of girders, trusses, combined stresses, etc.

A series of tests on the screw testing-machine is made by each student.

Students completing this course may arrange to take a course in structural design. The work in this will be arranged to suit the needs of those who elect it. It will include graphic statics and the design or analysis of a complete roof or bridge truss.

Professor Rittenhouse; 3 hours, second half-year.

## COURSES OF INSTRUCTION

### PHYSICAL TRAINING

The college equipment for outdoor athletics includes: Walton Field for Rugby football and track sports, with a new concrete grandstand and 440-yard oval and 220-yard straightaway cinder tracks; two improved fields for Association football; a skating pond; Cope Field for cricket, with players' pavilion and shed for winter practice; and several tennis courts.

The Gymnasium contains a main floor, sixty by ninety feet, equipped with the most improved appliances for American and Swedish gymnastics. It has an inclined running track, five feet in width. Adjoining the main floor are offices for the use of the directors in physical examination and measurement, and special student conferences. Adjoining the main hall is a large and comfortable reading-room with magazines and papers. Above are a trophy room and apartments for the use of the alumni. The basement contains dressing-rooms, a number of well-ventilated lockers, shower-baths, a swimming-pool, and a double bowling-alley. There is a special dressing-room provided for the faculty and visiting athletic teams.

A thorough physical examination is given to each student upon entrance, and another at the end of the Sophomore year. No student whose physical condition is unsatisfactory will be permitted to represent the College on any athletic team.

The work of the department includes the following:

*Biology 1a.* A course of lectures upon anatomy, physiology, and hygiene, given to the Freshman class during the first part of the college year. (See page 68.)

## HAVERFORD COLLEGE

*Physical Training 1.* A course in systematic calisthenic drill and apparatus work during the second and third quarters of the year. This is accompanied by required reading in anatomy and physiology appropriate to the theory of physical training.

*Physical Training 2.* A general advanced course in light and heavy gymnastic work with collateral reference reading on the general theory of physical training.

*Physical Training 3.* Elective practice in advanced gymnastic work with the college gymnastic team subject to requisite physical qualifications. This work is elective to Juniors and Seniors and may be substituted for Physical Training 1 and 2 by a selected number of Sophomores and Freshmen of advanced gymnastic ability.

## THE LIBRARY

The College Library now contains about sixty-two thousand volumes, besides numerous pamphlets. It has been selected and arranged with the object of making it especially useful as a library of reference. The students have free access to the shelves and the Librarian and his assistants are ready to give aid to students and readers.

About two thousand dollars are expended yearly for the purchase of books and periodicals. The library is a regular depository of the United States Government.

The William H. Jenks Collection of Friends' Tracts of the seventeenth century numbers more than fourteen hundred separately bound titles.

The Library possesses the fine Harris Collection of over sixty Hebrew, Greek, Latin, Arabic, Syriac, and Ethiopic manuscripts collected by Dr. J. Rendel Harris. Besides these there is a collection of facsimiles of ancient documents, including photographic facsimiles of the four great manuscripts of the New Testament, of the Freer Washington manuscript, and of the recently discovered Odes of Solomon.

There is a collection of more than four hundred Babylonian clay tablets dating from B. C. 2500. There are also seven hundred reproductions in fictile ivory of ancient and medieval carved ivories.

Approximately one hundred and seventy-five literary and scientific periodicals are taken.

The Library is open, with some exceptions, on weekdays from 8.30 a. m. to 10 p. m. While designed especially for the use of the officers and students, others have the privilege of consulting and, under certain restrictions, of withdrawing books.



## Haverford College

### THE CHARLES ROBERTS AUTOGRAPH COLLECTION

This autograph collection, formed by the late Charles Roberts, of Philadelphia, a graduate (1864) and for many years a Manager of the College, was in 1902 presented to the College by his wife, Lucy B. Roberts. It consists of more than 11,000 items, embracing not only autograph letters of European and American authors, statesmen, scientists, ecclesiastics, monarchs, and others, but also several series of valuable papers. The whole collection, covering as it does the period beginning with the late fifteenth century and coming down to the present day, is one of unusual historical and literary interest.

It has been housed in a fireproof room and a careful card catalog has been prepared. The collection is open for inspection or research on application to the curator, Allen C. Thomas.

### GRADING OF STUDENTS

In determining the standing of the student, daily recitations, hour examinations, and final examinations are all employed. The grades attained by students in their college courses are indicated on reports, issued quarterly, by the five letters, A, B, C, D, E. A indicates a grade from 90 to 100, inclusive; B from 80, inclusive, to 90; C from 65, inclusive, to 80; D from 50, inclusive, to 65 and E indicates a failure. The numerical grades are not published. No student is permitted to graduate if his combined average for the Junior and Senior years is below C.



## HONORS

Honors are awarded for excellence in the studies of single departments. They are never given merely for performance of routine work in courses, but a considerable amount of extra work is demanded in every case.

Honors are of three kinds:

(a) *Honorable Mention*, to be awarded for work in a single course, meeting not less than two hours per week throughout the year, plus additional work to the total amount of not less than 75 hours. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination on the additional work required. Two half-courses in the same department may be construed as a single course.

(b) *Preliminary Honors*, to be awarded at the end of either Sophomore, Junior, or Senior year for not less than two courses in a single department, plus additional work to the total amount of not less than 150 hours.

Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors (see below) and a grade of A in such of these courses as are taken in the year in which they are candidates, and must pass creditably examinations on the additional work required.

(c) *Final Honors*, to be awarded upon graduation for work in the courses of a single department, plus additional work to the total amount of not less than 250 hours.

Candidates for Final Honors must take at least four courses in the department in which they apply for honors, at least two of these courses being in the Junior and

## HAVERFORD COLLEGE

Senior years. They must in all of these courses obtain a grade of at least B and in those taken in the Senior year a grade of A, and must pass creditably examinations on the additional work required. There are three grades of Final Honors: Honors, High Honors, and Highest Honors. The requirements for High Honors are of a more exacting nature than those for Honors, and Highest Honors are reserved for very exceptional cases. Both High Honors and Highest Honors are awarded only by special vote of the Faculty.

Students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary or Final Honors.

A student who has received the prescribed grade in the regular work of a course required for honors, but who has not done the additional work required in connection with such course, may, with the consent of the professor in charge, make up his deficiency in a later year, but in the case of Final Honors all such deficiencies must be made up by the end of the Junior year.

The minimum requirements in courses for Preliminary Honors (if offered) and for Final Honors are specified on the next page.

## HONORS

### COURSES REQUIRED FOR PRELIMINARY AND FINAL HONORS

PRELIMINARY HONORS		FINAL HONORS
Greek	1, 2.	1, 2, 3, 4, 5,
Latin	1, 2.	1, 2, 3, 4, 5.
English	None given.	1, 2, 3, and two courses from 6, 8, 9, 10, 11, 12, 13, 14.
German	1, 2.	1, 2, 3, 5, 6.
French	1, 2.	1, 2, 3, and courses amounting to six hours a week from 4 and 5.
Romance Languages	} None given.	{ French 1, 2, 3, 4, 5, and Hon- orable Mention in Spanish 1 and Italian 1.
Mathematics		
History	None given.	1, 2, and three courses from 3, 4, 5, 6, 7.
Economics	None given.	1b, 1a, 2, 3, 4, 5, 6.
Philosophy	None given.	1, 2, 3, 4, 5.
Biology	2 and 7.	2 and 7, and two courses from 3, 4, 5, 6, 8.
Chemistry	1, 2.	1, 2, 3, 4.
Physics	1, 2 and 3, or 4 and 5, or 6.	1, and three courses from 2, 3, 4, 5, 6, 7.
Engineering	None given.	1, 2, 3, 4, 5.

## HAVERFORD COLLEGE

### DEFICIENT STUDENTS

Opportunities for the removal of entrance conditions will be given at the regular entrance examinations in June and September and at a special examination in January.

Opportunities for the removal of first half-year conditions will be given in April and September.

Opportunities for the removal of second half-year conditions will be given in September and January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of five dollars will be charged against the student at the next regular re-examination period, whether or not the make-up examination is actually taken.

A student who has failed to remove a condition after two opportunities, or who has taken absences exceeding two-fifths of the total number of recitations and lectures in a given course, shall repeat the course and may be registered with the next lower class. In case of conflict the repeated course shall take precedence over all other courses.

### DEGREES

#### BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Students who have received credit for the full number of hours in prescribed and elective studies as described on page 40, provided also that they have for the Junior and Senior years a combined average of C, or above, are granted the degree of Bachelor of Arts or Bachelor of Science. For the differences in the requirements for the two degrees see the foot-notes on page 39. The fee for the Bachelor's diploma is ten dollars.

## DEGREES

### MASTER OF ARTS AND MASTER OF SCIENCE

Resident graduates who have received the Bachelor's degree from Haverford College, or graduates of other colleges who, in the judgment of the Faculty, have done work equivalent to that required for the Bachelor's degree at Haverford, may be admitted as candidates for the degree of Master of Arts or Master of Science. Such students must submit for the approval of their instructors and the Faculty Committee on Advanced Degrees a plan of study involving the equivalent of twelve hours a week in advanced courses.

Non-resident graduates of Haverford College of three years' standing or more may also be admitted to the Master's degree. They must, however, at the beginning of their work, arrange with the committee a definite course of study and make annual reports during three years to the instructors in charge.

The candidate must pass an examination satisfactory to his instructors and to the Faculty Committee. At the option of the instructors, a thesis may be required. Before the examination the instructors in charge shall file with the committee a statement of the work done by the candidate.

The fee for the Master's diploma is twenty dollars. In the case of non-resident graduates an additional fee of ten dollars is required at the beginning of the course.

## ROOMS

A student who continues in the College may retain the room he already occupies. The order of choice of vacant rooms is determined by lot, the upper classmen having precedence. Entering Freshmen may choose rooms

## HAVERFORD COLLEGE

in the order in which their application blanks for admission (see page 23) are received. For this choice a day is appointed, of which due notice is given in advance. Ten of the \$400 rooms are regularly reserved as a part of the apportionment for Freshmen.

A deposit of \$15 is required of all students, old and new, before a room will be reserved. In case the student occupies the room, the amount will be deducted from his bill for the following year; otherwise it will be forfeited.

### EXPENSES

The combined charge for tuition, board, and room-rent varies with the location of the rooms from \$400 to \$575 a year. This includes steam heat, electric light, the use of necessary bed-room furniture, and care of rooms. Students will supply their own study furniture. In general two students share one study and each has his private bed-room adjoining. A few single rooms are also available. The number of students accommodated in the different halls is as follows:

Merion Hall,	21 at \$400 each,
Merion Hall,	16 at \$450 each,
Founders Hall,	8 at \$400 each,
Barclay Hall,	16 at \$400 each,
Barclay Hall,	31 at \$450 each,
Barclay Hall,	46 at \$500 each,
Lloyd Hall,	28 at \$575 each.

The charge for tuition of day-students is one hundred and fifty dollars a year; for tuition and mid-day meal, two hundred dollars a year.

An annual infirmary fee of five dollars is charged of all students boarding at the College.



## EXPENSES

Books and stationery will, at the option of the student, be supplied by the College and charged on the half-yearly bills. A charge is also made for materials consumed and breakage in the laboratories.

Bills for board and tuition are payable, three-fifths at the beginning, and two-fifths at the middle, of the college year.

## THE MORRIS INFIRMARY

The new infirmary, the gift of John T. Morris, was opened for students in the fall of 1912. It contains ten beds and accommodations for doctor and nurse. There is also an isolated ward for contagious diseases. Every provision has been made for complete sanitary and curative arrangements both medical and surgical.

Except for the infirmary fee mentioned above the attendance of the regular nurse is free to students. Medical attendance for brief ailments is also given, free of charge, by the college physician.

## SCHOLARSHIPS

I. *Senior Foundation Scholarships.* Six scholarships of the annual value of \$300 each offered to graduates of Earlham, Penn, Wilmington, Guilford, and Whittier Colleges, and Friends' University, nominated by their respective Faculties.

II. *Isaiah V. Williamson Scholarships.* Three scholarships covering all expenses of board and tuition.

III. *Richard T. Jones Scholarship.* One scholarship covering all expenses of board and tuition.

(II and III are so arranged that one is usually vacated each year and awarded to a Freshman.)

## HAVERFORD COLLEGE

IV. *Corporation Scholarships.* Sixteen scholarships of the annual value of \$300 each, awarded without application to the four students in each class who have the highest average scholarship. This is determined in the case of upper classmen from their general average for the year. In the case of the incoming Freshman class the scholarships will be assigned immediately after the Sixth month examinations (see page 26) to those candidates entering by either plan of admission who are judged to be best prepared to do the work of the College.

V. *Edward Yarnall Scholarship.* One scholarship of the annual value of \$200. Open to Friends only.

VI. *Thomas P. Cope Scholarship.* One scholarship of the annual value of \$200. Open to Friends who intend to teach.

VII. *Sarah Marshall Scholarship.* One scholarship of the annual value of \$200.

VIII. *Mary M. Johnson Scholarship.* One scholarship of the annual value of \$200.

IX. *Day Scholarships.* Eight scholarships of the annual value of \$100 each.

X. *Tuition Scholarships.* Twenty-four scholarships of the annual value of \$150 each.

XI. *Alfred Smith Scholarship.* One scholarship given on competitive examination to a candidate for the Freshman class who is of German-American parentage and whose ancestors came to this country prior to the year 1800. The annual value is \$400. It may be held for two or more years if the work of the recipient is satisfactory, and may also be followed by a fellowship of \$400 for one year in Harvard University.

## SCHOLARSHIPS

XII. *Joseph E. Gillingham Scholarships.* Four scholarships of the annual value of \$200 each "for meritorious students."

All scholarships are given for one year only, but, with the exception of I, they may be renewed by the College if the conduct and standing of the recipient be satisfactory.

The Senior Foundation Scholarships will thus be vacated yearly, and about one-fourth of the others.

Except IX, all scholarships involve residence at the College.

The following regulations will govern the grant of scholarships:

1. No scholarship will be given to a student who has conditions.
2. No scholarship will be given to a student who is in debt to the College.

## Haverford College

### FELLOWSHIPS

*The Clementine Cope Fellowship*, of the annual value of \$500, may be awarded by the Faculty to the best qualified applicant from the Senior class. He is required to spend the succeeding year in study at some American or foreign university approved by the Faculty.

*Teaching Fellowships.* Two fellowships of \$300 each, involving certain duties at Haverford College, are offered yearly on the same foundation. They are construed to cover all the charges for tuition, rooms, and board.

### PRIZES

#### ALUMNI PRIZE FOR COMPOSITION AND ORATORY

The Association of the Alumni, in the year 1875, established an annual prize of \$50, either a gold medal or an equivalent value in books and bronze medal, for excellence in composition and oratory. The following are the rules governing the competition:

I. The Alumni medal is offered yearly for competition among the members of the Junior and Senior classes, as a prize for the best delivered oration prepared therefor.

II. Three or five judges shall be appointed from year to year by the Alumni Committee, who shall hear publicly all competitors who may be qualified to appear.

III. No oration shall occupy in delivery more than fifteen minutes.

## PRIZES

IV. In making the award equal weight is to be given to the literary merits of the oration and to the manner of delivery.

V. The judges shall have the right to withhold the prize if the literary merits and the manner of delivery of the oration fall below a creditable standard of excellence.

### THE EVERETT SOCIETY MEDAL

This silver medal is offered by the donor for competition in extemporaneous speaking by the members of the two lower classes. It is given in memory of the old Everett Society.

### JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING

Four prizes, worth \$40, \$30, \$20, and \$10, respectively, will be given in books to those members of the Junior class who, having creditably pursued their regular studies and paid proper attention to physical culture, shall have carried on the most profitable course of reading in standard authors during the Sophomore and Junior years.

The direction of the work and the award of the prizes shall be in the hands of a committee consisting of the President, the Librarian, and the Professor of English Literature.

There will be an oral examination to determine the scope and quality of the reading, and a thesis treating of subjects embraced in the course will be required.

Any or all of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

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### THE CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS

These are two prizes worth \$10 each. They will be awarded in books at the end of the Sophomore year for proficiency in Latin and Mathematics, respectively.

### THE CLASS OF 1898 PRIZE IN CHEMISTRY

The Class of 1898 offers a prize of \$10 in books to the member of either the Junior or Senior class who, in the judgment of the Professor of Chemistry, shall have done the most thorough and satisfactory work during the year in the laboratory, and in oral and written examinations. The prize will not be awarded twice to the same student.

### THE CLASS OF 1902 PRIZE IN LATIN

The Class of 1902 offers a prize of \$10 in books to the Freshman whose work in Latin, in recitations and examinations combined, shall be the most satisfactory to the professor in charge of the department.

### THE MATHEMATICAL DEPARTMENT PRIZE IN MATHEMATICS

The Mathematical Department offers a prize of \$10 in books, to be awarded at the end of the Freshman year, to the most proficient student in Mathematics.

### THE ELLISTON P. MORRIS PRIZE

A prize of \$80, open to all undergraduates and to graduates of not more than three years' standing, is offered in alternate years for the best essay bearing on the general problem of "International Peace and the Means



## PRIZES

of Securing it." The next award will be made in the Fifth month of 1914, and will be announced at Commencement. Any or all of the papers may be rejected if a high standard of merit is not reached. Competitors are urged to avoid mere discussion and fine writing, and to seek the advancement of knowledge by a study of facts or a proposal of practical advantage. The essays of 1914 may be written on one of the following subjects:

1. The grounds for believing that an international court of arbitral justice will become a substitute for war.

2. The ethical grounds for opposition to war.

3. Will the economic burden of war, and of national armament in time of peace, force the nations of the world to adopt peaceful methods of settling disputes?

4. Lessons for the peace movement in the armed conflicts of 1912 and 1913.

5. The obstacles which America has placed in the way of her influence in the councils of nations by the rejection of arbitration treaties.

## PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in philosophy in connection with the courses in that department. A second prize of \$25 will also be given. The prizes in philosophy are open only to Seniors and Juniors.

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of reading on the Bible and related subjects. A second prize of \$25 will

## HAVERFORD COLLEGE

also be given. The prizes in Biblical Literature can be competed for during any year of the College course.

### PRIZES FOR IMPROVEMENT IN SCHOLARSHIP

A first prize of \$60 and a second prize of \$40 will be given at the end of the Senior year to the two students, who in the opinion of the judges show the most steady and marked improvement in scholarship during their college course.

## SOCIETIES

The Loganian Society, the oldest in the College, was founded in 1834, "for mutual improvement in Literature and Science." In 1906, when it was reorganized, its interests had extended so as to necessitate three departments—Civic, Scientific, and Debating. In 1908 the Civic Department withdrew to organize the Civic Club, and in 1909 the Scientific Department withdrew to reorganize the Scientific Society. The Loganian Society proper thus exists only as a debating club, and as such has control of the inter-class debates.

The Classical Club is composed of members of the Faculty, students, alumni, and others, who are interested in the life and literature of the Greeks and Romans.

A Young Men's Christian Association, organized in 1879, has a membership embracing a majority of the students.

A chapter of the Phi Beta Kappa Society, Zeta of Pennsylvania, was established at the College in 1898.

The Campus Club is an organization of the Faculty, students and other friends of the College for promoting the study and preservation of trees, shrubs, birds, and wild animals on the College property.

The Haverford Union is an organization of alumni and students for the promotion of social fellowship. The home of the Union is a large and attractive building supplied with reading rooms, recreation rooms, sleeping rooms for visiting alumni, and a large assembly hall.

## HAVERFORD COLLEGE

### PERIODICALS

*Haverford College Bulletin* is issued by the College eight times in each collegiate year. Included under this title are the College Reports, Catalog, Athletic Annual, and other matter.

*The Haverfordian*, founded in 1879, is published monthly by the students during the college year.

*College Weekly*, founded in 1909, is published weekly by the students during the college year.

### LECTURESHIPS

#### HAVERFORD LIBRARY LECTURES

The income of \$10,000, received in 1894 from the estate of Mary Farnum Brown, is available by the terms of the gift "to provide for an annual course or series of lectures before the Senior class of the College, and other students, on the Bible, its history and literature, and as way may open for it, upon its doctrine and its teaching."

#### THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

The sum of \$5,000, presented in 1904 by Samuel R. Shipley, in memory of his father, Thomas Shipley, constitutes the Thomas Shipley Fund. The income of this fund is ordinarily to be used "for lectures on English literature."

PUBLIC LECTURES AND MEETINGS  
1913-1914

HAVERFORD LIBRARY LECTURE

"Christianity and the Modern Man," by Dr. Hugh Black, of the Union Theological Seminary: who also spent about a week in the College in various student meetings and conferences. 2nd mo. 24th, 1913.

THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

"Cow Boy Songs," by Professor John A. Lomax, of the University of Texas.

1st mo. 8th, 1913.

"The Future of Poetry," with readings, by Alfred Noyes.

4th mo. 10th, 1913.

OTHER LECTURES

"The Country, Natives and Big Game of East Africa," by Alfred M. Collins and E. Marshall Scull.

1st mo. 13th, 1913.

"How the Italian Humanists Revived Greek Literature," by Professor Dean P. Lockwood, Columbia University, N. Y. Lecture delivered under the auspices of the Classical Club.

4th mo. 3rd, 1913.

"Le réalism contemporain et les mœurs" (in French), by M. Firmin Roz, literary critic.

4th mo. 9th, 1913.

## *HAVERFORD COLLEGE*

### MISCELLANEOUS

Presentation of Drinking Fountain by Mrs. Ernest Forster Walton in memory of her husband. Addresses by members of the Class of '90.

11th mo. 1st, 1912.

Recital by Luther Conradi, pianist, under the auspices of the Music Study Club.

12th mo. 3rd, 1912.

Piano and Mandolin Recital by members of the Music Study Club.

4th mo. 4th, 1913.

Junior Day.

4th mo. 18th, 1913.

Annual Contests in Public Speaking for the Everett Society Prize and for the Alumni Prize in Oratory.

5th mo. 21st, 1913.

Senior Class Day.

6th mo. 12th, 1913.

Commencement Day. Commencement Exercises in Roberts Hall, with address by President Edwin Erle Sparks, Ph.D., LL.D., of State College, Pennsylvania.

6th mo. 13th, 1913.



DEGREES, PRIZES, AND HONORS  
GRANTED IN 1912-13

DEGREES

The following degrees were conferred on Commencement Day, 6th mo. 13th, 1913:

*Master of Arts*

Joshua Longstreth Baily, Jr., A.B. (Haverford College).

Thesis—"The Significance of Mendelssohn as a Composer."

James McFadden Carpenter, Jr., A.B. (Haverford College).

Thesis—"Honoré de Balzac."

Clifford Baily Farr, A.B. (Haverford College), M.D. (University of Pennsylvania).

Thesis—"The Non-protein of Nitrogen of the Blood."

Norris Folger Hall.

Thesis—"Liquid Crystals."

Lance Brenton Lathem, A.B. (Haverford College).

Thesis—"The Cocci and Bacilli, with Special Examination of the Bacteria of the Upper Air Passages."

Joseph Haines Price, A.B. (Haverford College).

Thesis—"Allan Ramsay, His Works and Days."

Robert Louis Simkin, A.B. (Haverford College).

Subject—The Chinese Language.

*Bachelor of Arts*

Paul Gay Baker

Frederick Augustus Curtis

Joseph Moorhead Beatty, Jr.

Francis Mitchell Froelicher

Charles Henry Crosman

Philip Collins Gifford

William Samuel Crowder

Arthur Herbert Goddard

## HAVERFORD COLLEGE

Raymond Gregory	Harry Offermann
Lawrence Nathan Hadley	Samuel Caleb Pickett
Norris Folger Hall	Joseph Tatnall
William Church Longstreth	Norman Henry Taylor
Jesse Diverty Ludlam	John Valentine VanSickle
Edmund Richardson Maule	William Webb
Stephen Warren Meader	Edwards Fayssoux Winslow
George Montgomery	John Brooks Woosley

### *Bachelor of Science*

Paul Howard Brown	Lloyd Hadley Mendenhall
Francis Harrar Diamant	Herbert Victor Nicholson
William Yarnall Hare	Oliver Moore Porter
Charles Elmer Hires, Jr.	Lester Ralston Thomas
Richard Howson	George Leiper Winslow
	Charles Otis Young

## FELLOWSHIPS AND SCHOLARSHIPS FOR 1913-14

### *The Clementine Cope Fellowship* George Montgomery

### *Teaching Fellowships* William Webb John Brooks Woosley

### *Corporation Scholarships* Class of 1914

Walter Gregory Bowerman	Roy McFarlan
Howard West Elkinton	Edward Rice, Jr.

PRIZES

Class of 1915

George Hervey Hallett, Jr.	Kempton Potter Aikin
Edgar Milton Bowman	Taylor
	Walter Elwood Vail

Class of 1916

Ulric Johnson Mengert	Edgar Chalfant Bye
Wilmar Mason Allen	George Arthur Dunlap

Class of 1917

John William Spaeth, Jr.	Arthur Emerson Spellissy
William Henry Chamberlin	Joseph Warren Greene, 3d

PRIZES

*The Alumni Prize in Composition and Oratory*  
Oliver Moore Porter

*The Everett Society Medal for Extemporaneous Speaking  
by Sophomores and Freshmen*  
Wilmar Mason Allen  
Honorable Mention—Edgar Chalfant Bye

*The John B. Garrett Prizes for Systematic Reading during  
the Sophomore and Junior Years*  
Second Prize (\$30).....George Valentine Downing  
Third Prize (\$20).....Harry Offermann  
Fourth Prize (\$10).....Stewart Patterson Clarke

*The Class of 1896 Prizes in Latin and Mathematics for  
Sophomores*

Latin.....	Paul Kimball Whipple
Mathematics.....	George Hervey Hallett, Jr.

HAVERFORD COLLEGE

*The Class of 1898 Prize in Chemistry for Seniors and Juniors*  
Norris Folger Hall

*The Class of 1902 Prize in Latin for Freshmen*  
Ulric Johnson Mengert

*The Mathematical Department Prize in Mathematics for Freshmen*  
Ulric Johnson Mengert

*The Reading Prizes in Philosophy for Seniors and Juniors*  
First Prize.....Harry Offermann  
Second Prize.....Raymond Gregory

*The Reading Prizes in Biblical Literature were Divided Equally Between*  
George Montgomery and Emmett Reid Dunn

*French Prizes for the best Essay on some Subject connected with French Literature*  
Senior Prize.....Frederick Augustus Curtis  
Essay—Works of Brieux  
Sophomore Prize.....Paul Kimball Whipple

HONORS

*Seniors elected to the Phi Beta Kappa Society*

Joseph Moorhead Beatty, Jr.	Oliver Moore Porter
Norris Folger Hall	John Valentine VanSickle
Harry Offermann	Herbert Victor Nicholson
George Montgomery	Charles Otis Young

## HONORS

*Junior elected to the Phi Beta Kappa Society*

Walter Gregory Bowerman

### HONORS IN DEPARTMENTS

#### *Final Honors*

Frederick Augustus Curtis.....	French
George Montgomery.....	Latin and History
Harry Offermann.....	Greek
William Webb.....	History

#### *Preliminary Honors*

Edgar Milton Bowman.....	Mathematics
George Valentine Downing.....	Chemistry
George Hervey Hallett, Jr., Latin, German and Mathematics	
Grover Cleveland Theis.....	German
Ernest Nicholson Votaw.....	Mathematics
Paul Kimball Whipple.....	Latin
Charles Rhoads Williams.....	French

#### *Honorable Mention*

Wilmar Mason Allen.....	German 1
Walter Gregory Bowerman.....	French A and Mathematics 3
Edgar Milton Bowman.....	Latin 2 and French 2
Emmett Reid Dunn.....	Biology 2
Howard West Elkinton.....	Economics 2
John Kittera Garrigues.....	Latin 3
Jesse Paul Green.....	Economics 2
Raymond Gregory.....	Biology 8
William Townsend Hannum.....	Freshman Mathematics
Jesse Diverty Ludlam.....	Economics 2

*H A V E R F O R D   C O L L E G E*

Roy McFarlan.....	Latin 3 and Economics 2
Ulric Johnson Mengert,	
Latin 1 and Freshman Mathematics	
Edwin Lawton Moore, Jr.....	Biology 2
Harry Offermann.....	French 5 and Biblical Literature 5
Edward Rice, Jr.....	French 5
John Valentine VanSickle.....	Economics 2
Ernest Nicholson Votaw.....	Economics 1
Douglas Waples.....	Latin 3



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HAVERFORD COLLEGE

VOL. XII

BULLETIN

No. 4

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ALUMNI QUARTERLY

MARCH, 1914

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EDITORIAL

ADDRESSES

Delivered at the Annual Dinner held at the Bellevue-Stratford,  
Philadelphia, January Thirty-first, 1914

THE NEW CURRICULUM

A PUBLIC-SPIRITED HAVERFORDIAN

BOOK REVIEWS

ATHLETICS

UNDERGRADUATE REVIEW

LETTER TO THE BULLETIN

THE HONOR SYSTEM

Issued eight times a year by Haverford College  
Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.  
as Second-Class Matter under Act of Congress of July 16th, 1894





THE  
HAVERFORD COLLEGE BULLETIN

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ALUMNI QUARTERLY

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MARCH, 1914

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## EDITORIAL

LAST year there were published two numbers of the ALUMNI BULLETIN, one dealing with matters of college interest, such as Haverford propaganda and problems directly connected with the institution, and the other printing in full the proceedings of the midwinter dinner in honor of President Sharpless's twenty-fifth anniversary.

For 1914, it has been felt by many alumni that this BULLETIN should appear more frequently. Accordingly we have been granted permission by the college authorities, who are entirely in harmony with our idea, to take over four numbers of the BULLETIN yearly, instead of two. Secondly, the scheme has been guaranteed as a certainty by the generosity of about one hundred and fifty alumni, who have underwritten the publication to the extent of one dollar per year each; and in several cases amounts running up to one hundred dollars annually have been offered, if the need arises. Last, and most important, we have been directly and officially empowered by the officers and executive committee of the Alumni Association to conduct this periodical for the best interests of Haverford College.

We therefore ask you to co-operate with us in discussing whatever will help our college forward along the path in which President Sharpless is leading it, and make it a solid, unassuming, and efficient institution limited to three hundred students. Write letters on whatever subject you deem worthy, make suggestions, and work with us as a body for this ideal.

This magazine is not on a subscription basis; the college furnishes postage and the same sum which was previously expended on this part of the general COLLEGE BULLETIN. The burden is therefore on the shoulders of a minority among the alumni, and the majority receive the magazine without having so far been urged to contribute.

We shall appreciate your assistance; we feel that it means much for Haverford to keep pace with the legitimate standards set by other colleges in crystallizing sentiment and good ideas among her graduates. If you do not send a dollar, send us an idea; but don't leave us without one or the other.

PROCEEDINGS OF THE TWENTY-SEVENTH  
ANNUAL ALUMNI DINNER,

HELD AT THE BELLEVUE-STRATFORD HOTEL,

PHILADELPHIA, JANUARY 31, 1914.

After an enjoyable dinner, interspersed with songs from the College Glee Club, in which about two hundred and fifty Haverfordians took part, the toastmaster, Henry Cope, '69, called the meeting to order, as follows:

*Brethren, Haverfordians:* You will permit me, I trust, a word of gratitude for the distinction which you have conferred upon me. To be made their chief by such a body as the Alumni of Haverford is an honor to any man, I care not who or what he may be. To me, personally, the world has nothing higher to offer. And I will confess that sometimes, both here and upon foreign shores and in other climes, I have wondered if this great privilege would ever be mine, knowing that there were many worthy.

But whether upon western prairies or in the valleys of fair Virginia; in the halls of Westminster or wandering in the courts of Versailles; looking down from the Palatine upon the Forum or from between the pillars of the Parthenon to where lie Marathon and Salamis, I have felt that rather than to have been Pericles or Augustus, Cromwell or Napoleon, Washington or Lincoln—I have known that rather than to have been any of these, it were sweeter to stand here among you fellows.

"Kind hearts are more than coronets;" and "There's no place like home."

A thousand leagues across the sea—  
Where'er our footsteps roam,  
Swift will our thoughts wing back to thee,  
And nestle close—at home.

On Scottish heath; by Attic wave;  
'Mid temples of old Rome;  
On land, on sea, the heart shall crave  
Our boyhood's happy home.

Where stars flash bright o'er Alpine snows;  
When sunset light on Capri glows;  
By day, by night, the Spirit knows  
That Haverford is Home.

I hope you do not think that this position does not bring with it anxieties and responsibilities; and those that I have had are illustrated by a terrible nightmare I had once last summer. If I were going to give some definition of dreams, it seems a modern interpretation of them would be something like a combination of the "movies" and the Victor. In the first place, it seemed that to-day had arrived; and not only had I forgotten everything I had intended to say (which you will say was all to the good), but I could not anywhere find my wedding garments. However, several of my good friends came forward, offering suits which were very nice, but which, it seemed to me, looked rather as if they had outgrown them. There were two over there in the eighties, one nobly domed, the other with a beautiful blonde thatch all his own. A voice cried out, "Oh, *they* are not very much alike." But another said, "They have both a very pleas-



ant passion for presenting grand-stands and dormitories, as souvenirs, and things like that." [Applause.]

Then there was another gentleman, about ten years later, greatly celebrated as an athlete, politician, philanthropist, promoter; one of the most active men I ever knew; amphibious, like his brother, and a great wicket-keeper in his day. Someone cried out, "Oh, down on Fourth Street they call *him* the Human Dynamo!"

And there was another, about three years later, still, who also used to be a wicket-keeper, who was known also as the Little Giant Football Captain; a voice (which sounded like an old lady's voice) said, "His great asset is his brazen, bond-selling smile." [Laughter and applause.]

The scene changed very rapidly, and I found my friends and myself on a plot of ground over toward Walton Field. We met there a very tall, rather portly gentleman, who took us into a little edifice he had built, and took us up on the balcony. This edifice seemed to be bristling with football cripples and other unfortunates. By the way, this was a contemporary friend of mine, and we used to think he was going to be a wonderful biologist or anatomist, because in partnership with some classmates he obtained beautiful skulls by long boiling on the wash-room stove the heads of cats and other small game. There are some things that always seem to dwell in your memory, and I have heard that nothing dwells more distinctly than certain *odors*! [Laughter and applause.]

As we were looking across the field, we saw several hundred graduates and undergraduates digging and shoveling away to make a great improvement to the athletic grounds. Some classes had a great many members

shoveling and digging. "Eighty-eight" had done about a quarter of the work, all by their little selves; and the medicine man of the cripples was rushing about there with his hat off, very imprudently, and urging on all the workers. We also noticed that there were several hundred more looking on, who had not done anything in this work; and my friends and myself thought it would be a very good idea if *they* would turn in and do some of the work; finish up the job and let the others rest.

The next trouble that seemed to come up was with the Seating Committee. There were most peculiar demands made upon the seating arrangement. In some cases, contrary to all laws of physics, three men wanted to sit in one chair at the same time; in other cases, one man wanted to sit in three different chairs at the same time; and some men wanted several chairs in different parts of the room.

But just then there was a sudden cry, "Where was President Sharpless?" Well, it was known that he started from the Pacific coast in September, having missed connection in Siberia with "C. & S., Limited; Buccaneers & Scalphunters," who were to bring him round home by way of the North Pole. He had been held up by about a hundred colleges on the way east who wanted to find out how to "run things." They wanted to get points. They asked him a great many questions. They wanted to know whether William Penn was a right or a left-hand bowler; whether George Fox invented cricket. No, they were told that was a mistake, because it was recorded that "Paul stood up and was bold;" which seems to show that cricket was one of the Olympian games. Besides, there is a tradition that among the first quarrels of their

childhood between Cain and Abel was when one thought he was bowled on a "no ball."

Of course, when we heard this cry, we began putting out feelers, anchors to windward, so to speak. Kaiser Wilhelm and Lloyd George were both anxious to come over; but even the fastest destroyers would not get them here in time. Taft was very nervous about the chairs in the Clover Room. He has been here before. Although we told him we had a titled three hundred pound expert, who could test them for him. Woodrow said he could not possibly leave Bryan in Washington by himself. "Teddy" was just starting on a filibustering expedition to Central America, and he could not possibly talk for less than an hour and three-quarters, because he had to tell us all he was doing and all he was going to do. Bryan's very lowest terms were: He would speak for two and one-quarter hours for \$225, all expenses and transportation, with a dozen of grape juice.

However, just at that crisis we heard that President Sharpless had arrived last night at Villa Nova; and very early this morning, when the brothers had gone to mass, he managed to slip away. He was making excellent heel and toe work down the pike, hoping to get home for an early bath and breakfast, when just as he got opposite Bryn Mawr station, he was surrounded by a swarm of dear little suffragettes, who said, "Oh, now, here he is! Let us take him over to Pembroke;" and so the first thing he knew he was over there, having a lovely chafing-dish breakfast, with unlimited small cups of chocolate. The girls asked him all kinds of questions; not only about the bringing up of daughters, but about everything from tango to calculus.

I forgot to say that among the western colleges there was always one question which the students and the presidents agreed on, and that was, how to run the faculty and the trustees. And the faculty at Bryn Mawr asked all sorts of pertinent and impertinent questions.

However, lunch time came around, and seeing an opportunity to get away in the rush, he slipped around the corner of Denbigh expecting to get into friend Vaux's woods, where the girls were not allowed; thence down by the old golf links, through Ardmore, and so around on Haverford territory, where he thought he would be safe. But just as he was getting into the woods over the fence, an enormous garnet touring-car came around the corner, and out sprang a dozen stalwart daughters of Swarthmore. They exclaimed, "Be careful, girls, don't hurt him. Take him along now," and before you could say Jack Robinson, or Robinson's Dam, they were making off with him out the Gulf Road. And then I woke up, in a horrible cold perspiration.

Now, when I speak as a Haverfordian, I speak as one with a long backward vista; for this is the fiftieth year since I matriculated, and it has been my great privilege to have known, perhaps, more Haverford men than any one who has not lived long at the college; to have known and loved, and now—alas! in too many cases, lost. I knew as a boy many of the original students of Haverford, friends of my father; and I find that there has not been a class at the college of which I have not known some members. I mention this for the reason that, having gone over the list of graduates, more than 1,000 in number, I have been unable to find as many as one per cent who have turned out "black sheep"—a proud record!



In the eye of the Haverford Freshman, or in that of his best girl, which amounts to the same thing, the so-called universities, with their beefy football teams, loom very large. He cannot have long graduated, however, without learning that too much of the product of some of these caravansaries is only half baked; the dough was not sufficiently kneaded, nor the oven carefully watched and regulated. Later he will find that, unless he shamefully neglected his opportunities, he has received a splendid foundation for a liberal education. And eventually he will realize that he has spent his four years at the best institution for "character building" anywhere.

There are always some who for a time seem to consider a particular brand of cigarette, and the changing shapes of hats and collars and shoes, and the tint of neckties and gloves and stockings, among the serious problems of life; and fancy waistcoats appear more a necessity than a luxury. But they get over it. It seldom proves fatal. Under the keen competition in modern life, in all kinds of business and in the various professions, they eventually, with rare exceptions, become earnest, hard-working clean-living citizens—the salt of the community.

It seems to me that there are three things for which Haverfordians can particularly take credit. To mention the least important first, in athletics. The Greeks held that the glory was not in the prize, but in the effort; and the spirit of fair play and courtesy, which was infused half a century ago into cricket has been handed down by you and has permeated all our sports; and by both example and practice that spirit has infected all with whom we have come in contact. So that Haverfordians the world over are known as good sportsmen.

Again, in what may be termed civic betterment. To go no further back, when the first Committee of One Hundred was organized about 1880, a Haverford graduate was made its chairman, and I think there were as many as twenty others among its members. It were in vain to enumerate all their successors in this line of work, among Haverfordians everywhere. A single one may lead his neighborhood; a handful of them leaven their community. They stand for good government and clean politics.

"But above all things Charity." Let the word be understood in its broadest sense—forgetfulness of self, helpfulness for others. It ranges from a single individual's care for another to the banding of one hundred for the help of thousands. Throughout this entire range, Haverfordians are everywhere conspicuous, and I need not enlarge upon details.

But "Charity begins at home," and I wish to remind you of those whom distance generally keeps from joining us here, and more especially banishes from Commencement Day. Who unlike us, rarely know the joy of which the author of the immortal *Elegy* sings:

"Ah, happy hills! Ah, pleasing shade!  
Ah, fields beloved in vain!  
Where once my careless childhood strayed,  
A stranger yet to pain!  
I feel the gales that from ye blow  
A momentary bliss bestow,  
As waving fresh their gladsome wing  
My weary soul they seem to soothe,  
And, redolent of joy and youth,  
To breathe a second spring."

How can the care of individual for individual, of classmate for classmate, be more pleasantly, more fruitfully exercised than in this connection?



But as to this Spirit of Charity. I have remembered a story, told me many years ago by a classmate of my father, of the celebrated Bishop White. Perhaps seventy-five years or so ago, the Bishop had called together a number of Philadelphia gentlemen to organize one of Philadelphia's great charities. Among them was my great-grandfather. The Bishop called on different gentlemen to name a first Board of Directors, and at every other turn called on him. My great-grandfather finally said, "But, Bishop, I have already named several." The Bishop replied, "Mr. Cope, if you think that any charity in Philadelphia will be successful unless half the Board are Friends, you are greatly mistaken."

It is not necessary to be members of the Society of Friends to have many of the best qualities of Quakerism. Most of you have some Quaker blood in your veins, and those who have not ought to have imbibed some good Quaker principles, by a sort of collateral inheritance, while at Haverford; and I don't believe it has done any of *you* any harm, though there may have been some cases where such blood, having become too congested, produced short-sightedness, great stiffness in the joints and neck, and occasionally "Megalocephalitis!" Did you ever hear of a certain Early Irish Quaker? Like early English Architecture, he preceded the Decorated and Perpendicular styles.

This Celt had a shad-belly coat,  
That was made from the skin of a goat;  
When they asked: "Does it fit?"  
He replied: "De'il a bit,  
And ut's hairs they do be down me throat!"

Although the shad-belly coat, like the hair shirt, is almost as extinct as the dodo, the higher, the better spirit of Quakerism remains; and it is this, as I have pointed out, that is so valuable a part of your inheritance.

Haverford does not, need not advertise. *You* are her advertisement, you and your predecessors. See to it that you so order your lives that they conform to some of the splendid examples set you, and that they keep alive the great precedents and principles which Haverfordians have established. [Long applause.]

Then was sung:

"Haverford we sing forever,  
Thy name we praise  
Home of our fathers  
Victory, etc."

THE CHAIRMAN:—I know not what associations that song calls forth for some of you; but it has always reminded me of a beautiful early June morning ten years ago when, having taken leave of President Sharpless on the east steps of Founders', Christy Morris' team marched over to the station and started on another victorious crusade through England. [Loud applause.]

I venture to say that every Haverfordian is a cricketer at heart, no matter whether he plays it or not. I have thought that every Haverford man would feel that Haverford with cricket taken out of it would be almost like taking Founders' Hall out. It would seem unnatural. I believe that the half century which has passed is so full of memories to all of you in this connection that, as I say, you could not contemplate the idea of Haverford giving up cricket. And when we remember the cricketers

of Haverford, now passed away; when we think upon such men as Theodore Morris and Edward Bettle, and Howard Comfort; of Bill Kimber and Sam Shoemaker and Frank Whittall; and of Dave Roberts and Ernest Evans—the words, “Vex not his Ghost,” in *King Lear*, should recur to any who would ignore what has been “more than a game, an institution” at Haverford.

I am now authorized by President Sharpless to announce that, having received sufficient communications from the good friends in England of “plucky little Haverford,” we are looking forward to Christy leading the Fifth Crusade about the same time this year. [Long-continued applause.] He was twice with me in England and three times with the “Gentlemen of Philadelphia.” But he wants no recommendation from me. One of the greatest achievements of a Haverfordian in cricket was his playing for three hours at Winchester for 145 not out. [Great applause.]

You all know our first toast upon these occasions, and I must borrow for it, words better than any of my own.

“Oh, true and tried, so well and long  
(I might paraphrase, but only mar the Laureate’s lines)  
Demand not thou a marriage lay!  
In that it is thy marriage day  
Is music more than any song.”

Arbitrarily, we have made this annual function the anniversary of the marriage of Haverford College and Isaac Sharpless—of our Alma Mater with her Prince Consort. Last year we celebrated his Silver Jubilee; since then, if he has not “squared the circle,” he has circled the globe, and is with us safely again; and surely,

each recurring anniversary that he is spared to us must be more precious. Since no wine would be good enough, let us pledge him in that which is as pure and transparent, and sparkling as his own life—

Pater Academicus, fidelis immutabilis.  
Haverford's Dr. Arnold, and our Abe Lincoln.

This was drunk standing, and the Glee Club sang the first verse of "Hail to the Chief." The long cheer was then given for President Sharpless.

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#### ADDRESS BY PRESIDENT SHARPLESS.

It is very natural for me to be in my present position—subordinated to Henry Cope. Something like fifty years ago he told me how to translate Caesar, and since that time, ever since I have been president, he has been gathering up chunks of wisdom from Philadelphians on Chestnut Street and elsewhere with regard to cricket and other educational matters, and he cannot say that I have ever discarded his advice.

I want to say, however, in great seriousness, that I do not know whether we appreciate how much Haverford College owes to Henry Cope or not. Some of us do. But some who have not been on the inner circle of the work at Haverford do not know in how many ways, when the interest of the alumni was to be aroused, he entered into the breach. I do know that no other one of us has had the time and the ability of a certain sort, and the knowledge of detail and personal conditions to do the

work which he has done for Haverford. He has done it in that whole-hearted, persistent and continuous and at the same time modest way which I feel sure we ought all to appreciate.

I suppose it is proper that I should on this occasion make a report as to the performance of these gifts which were showered upon me so bountifully a year ago. I can report them all to be entirely satisfactory. The furniture has been in almost constant daily use. The books, which are a most happily selected set of volumes, are beautiful to the eye as well as to the mind. The fishing tackle, under the tutelage of Senator Reinhardt, has done its share in providing for the supply of food, and so diminishing the high price of living. Everything is the best of its sort, and the best sort.

In making a report of the conditions at Haverford during the past year, I think it can be favorable. In the way of material improvements we have the addition to Lloyd Hall, given us by the Strawbridge family, and the stand on Walton Field by Horace Smith. We have the soccer field back of the observatory, which is the twenty-five year gift of the class of '88, and we have the varied improvements to Walton Field and running track which an open fall after the football season enabled us nearly to complete, which is the general gift of the alumni to the college.

The athletic improvements of the college have cost the alumni something like \$10,000 during the past year, and the additional dormitory accommodations about \$16,000. In addition to this, a good friend has invested something like \$7,000 in the completion of the book stacks in our new Library Building. I would also like to tell of a large



and most useful gift to the library which has been made within two or three weeks, but which the donor prohibits me from mentioning by name.

All these things have come to us in a way which has been most gratifying to every one at the college, without any large amount of solicitation, but simply as an expression of the interest and belief of the donors in the college itself.

Then again, there have been other matters which have come along, which have been equally gratifying. I remember a story—whether it is true or not, I do not know, which was told of Isaac Collins, who was one of the original Board of Managers of Haverford College, that he spent \$10,000 at the opening of the institution in planting the lawn and grading, and that kind of work, and was chided by his associates for wasting so much money on a secondary object when the poor and struggling college needed so much in other directions. Whether it was wise or not in the eyes of the people of those days to spend that money, I do not know, but I do not believe that he could have done anything which would have been more valuable to us than the planting of the trees, and setting out the grounds.

I am glad to tell that a number of our friends have agreed to contribute to the extent of \$500 a year for five years for replanting and additional improvements to the grounds. We need to do something to insure against the ravages of the chestnut blight and various heavy storms.

That incident, however, is to my mind suggestive of another idea with regard to Haverford: it is worth while in what we do, to do things which will be worth something eighty years hence.



Among the other bases of work which these early managers laid down for us was the idea of the fundamental character which they wished to develop among Haverfordians. A great many of the earlier colleges were started on the basis of training ministers. Haverford never expressed that idea at all. But she had another idea which was closely related to it, and that is, that all of her graduates and students, should be, if not ministers, something more than mere scholars. They should be saintly scholars, or scholarly saints, or if you like it better, that they should be men who had a conscience as well as an intellect. That they should be devoted to duty, as well as efficient in the line of work which they had to do.

Things have been developing more or less along this line. Whether they have succeeded or not, as well as they should, I do not like to say. I think if you will, each one of you, consider your next neighbor in this room to-night, you will come to the conclusion that they have not always succeeded.

While I think their idea was right, and their intentions were right, they sometimes used methods which were not likely to be successful. There was too much of prohibition, of restriction, upon the lives of these earlier Haverfordians, although this row of gentlemen on either side of me indicates they did not spoil them all, yet at the same time I have a feeling that things have developed in recent years better in certain respects than they did a good many years ago. I have been at Haverford long enough to be associated with two generations, father and son, in a number of cases, and I venture the statement that three times out of four, the son is a better man than the father was at the same age.

There is a tendency for things to improve when good men do their duty. Some one said to a pessimist, "The world is better than when you came into it, and it will be better still when you go out of it." There is that tendency toward normal development which we must recognize if we are going to be true to the traditions, and conscience, and designs of our ancestors.

I am very pleased to state, therefore, that we have done something quite recently, which I hope will tend in that direction, and that is the addition to the teaching force of the faculty of a Professor of Social Work, made possible by additional endowment, the gift of one of our good friends. The Board of Managers, at its recent meeting, has appointed Dr. Frank D. Watson, now of the New York School of Philanthropy, as Associate Professor of Social Work, at Haverford, to begin his work next fall.

It becomes a matter of importance, if we are going to prepare for the future in the way we have indicated to settle matters right as we come up to them. It is not a matter so much, it seems to me, in managing a college, of having a well-defined, well-thought-out policy which one lives up to all the time, as it is to take up the individual matters as they come, matters of discipline, matters of arrangement, matters of athletics, every-day matters, and settle them, not for the sake of having them settled, but to settle them in such a way as will produce a result which will be in harmony with the main line and policy of the college.

I believe that Haverford will secure its development by treating the little events of every-day life in the right way as they come along. Of course, one has to have a basis of policy, a design in all these matters, but he will

find himself changing it many, many times, as a practical matter, as he goes on with his work.

It is said that Boston is not so much a city as a state of mind, and Haverford, in the same way, is not so much a locality, an educational institution, a place where learning of a certain sort may be obtained, as it is a spirit, an ideal, a type, and that type has to be developed by insensible degrees as one goes on from one generation to another. It is very plain that our founders, who have all passed away from us, had this fundamental idea as the basis of Haverford life. I do not believe we should ever escape from it, but that on the other hand we should emphasize it whenever we have the opportunity. This has to be done by the professors. President Hyde has said that if the president of a college can select three or four of the right sort of men, he will have earned his salary if he does nothing else, and I am quite sure there is a great deal of truth in it. The professors must be men of character.

I read recently in a magazine article that there were three sexes in America, men, women and professors, from which I assume that the present men professors are not very masculine; perhaps also that the women professors are not very feminine. If there is any basis for this charge for lack of virility in the professors of America, it is due to two matters which they may lack. One of these is liberty. There is much said in these latter days about academic freedom, but to my mind, there is some nonsense in it. I think that the professors in a university or a college have probably more academic freedom than the employes of any institution which we have in the United States. I feel quite sure that if the

employee of a bank, railroad company or corporation, would in public, speak against the policy, and methods and prosperity of that institution, his tenure would be short. Many foolish young men get hold of ideas which they think are necessary for the world, and if not for the world, for themselves, and give utterance to them in such a way as to harm the institution, and then claim when they are interfered with that it is interfering with their academic freedom.

On the other hand, there must be a large amount of real liberty for sane and sensible people in their thinking and speaking. They must not be tied to any political or theological dogmas so rigidly that they do not feel that they own themselves. They must not be allowed, in this respect, to belong to the third sex.

Then again, there is the question of salary, which is another thing which makes a man feel strong and enthusiastic in doing his work. A man who has a salary which allows him to live in the cheapest possible way only, one which does not enable him to do the things which he ought to do and hold up his head among other men, is not going to be that strong man that is going to influence student character as it ought to be influenced.

Some one has called my attention to a statement that in this country, with such vast opportunity for promotion, an errand boy earning \$30 per week may, in the course of time, be promoted to the Professorship of Philosophy at \$1,200 a year. With such noble opportunities before him, it is no wonder that the Professorships of Philosophy are crowded with applicants, yet I know from an experience which has occurred within the last two weeks, that it is very hard to get just exactly the sort of man we want at Haverford.

The men that we want at Haverford are very much wanted in a great many institutions. Possibly we have a little more definite idea as to what we do want than some other institutions have. We have felt the pulse of Haverfordians sufficiently to know that there is something more than a scholar that we want, as a professor at Haverford. We want a man of force of character, a man that can be looked up to in a great many ways as a man as well as a scholar, and that will lead us all along in the ways of liberty and of honest convictions so that future generations of Haverfordians can look back to him and say, "That man really influenced my life."

These things come to us, one after another, because we have around us a kind of an atmosphere that has grown up from the beginning of this college. Some one has said that the alumni of a college ought to be a "Booster Club" for the college. That is true, but it does not express the whole truth. I have had several letters recently from other colleges saying they heard we had at Haverford what we call a "Loyalty Club" which every student was expected to subscribe to, after he left, no matter how many years he might live, and they wanted to know how we managed to get it brought about, and how the thing was organized. They have mistaken us for some other college. Unfortunately we do not have that "Loyalty Club" but it seems to me it would be a very good thing for us to have. We have something like 1,500 old Haverfordians scattered around in different parts of the world, and I suppose if each one of them would give an average of \$1 a year, some of you might be able to count up how much that would amount to. If they were



to give \$5 a year, it would be a still more difficult computation to make, but if you had any such fund, subject to the disposal of the alumni, to be given in athletics or in any other way that the alumni might choose (I hope it would not all be given to athletics), it would seem to me to be a very simple thing and would be of inestimable benefit to the college.

Speaking of athletics, I should of course mention the Swarthmore game. We have arranged to play that game next fall and are endeavoring to approach the matter in a purely sportsmanlike spirit. I have no doubt the other college is doing the same.

I have been much disgusted by reading in the papers recently statements like these: That Haverford was "Swarthmore mad," that the greatest thing in the history of the college since its foundation had happened in the last month or two, that the greatest event that ever possibly could happen in the history of Haverford College was going to happen next fall at the end of the football season, and a lot of other truck of that sort. This advertises Haverford in exactly the wrong way. The way we want to advertise Haverford is through her intellectual and spiritual interests, and not through her athletics. We want an athletic college as an incident to a strong college in other respects. The fact that we are going to play any game of any sort is a very minor matter. It seems to me, we ought to hold all these things as very secondary to the main purposes of Haverford. We can only do that by asking the assistance and co-operation of the alumni. When anybody comes along and holds up any lower standard, when he says that athletics are more important than intellectual pursuits; that the buildings



which are to be put up on the grounds are of more consequence than the procurement of the right sort of professors, when he puts anything ahead of the scholarship and character of the college, then, I think it is the duty of the alumni to call a halt on any movement of that sort, and say to that person, whoever he may be, that Haverford alumni unalterably stand for the everlasting supremacy of scholarship and character. [Long applause.]

THE CHAIRMAN:—Some months ago I conceived what seemed to me the brilliant idea of trying to get some of the old-time songs sung by the only and original and world-renowned "Baily Brothers' Quartette." But I found that some of them considered that they were now out of commission. Brother Bert of '78 got so frightened that he ran off to California. Another said that Brother So-and-So could not sing anyhow, and so on. However, Brother Charles of '85 is still in the running, if I may use the expression, and he has kindly offered to give us a little melody.

Mr. Baily then sang Bullard's "Sword of Ferrara," and was loudly applauded. As an encore he gave an Irish song, "I'm off for Philadelphia in the Morning," which was equally appreciated.

MR. COPE:—Among Friends, there is, as we know, a birthright membership, but there are also some who, I believe, are permitted to come in by "conviction." It is so sometimes in the way of Haverfordians. Not long ago we had here a distinguished young Princeton professor, who once said to me, "When I was sent to college, I was not asked as to where I was to go; but when my

brothers were sent to college I was consulted, and they went to Haverford. Now there is a rather similar case. A gentleman who happened to be a very close friend, an intimate friend, of one of our oldest professors, sent his son to college, and sent him to Haverford, and I think the result in the three cases, the first two and the last one mentioned, were all extremely satisfactory to President Sharpless and his staff.

I now have the honor of presenting to you David Wallerstein, Esq., of the Philadelphia Bar.

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#### ADDRESS BY DAVID WALLERSTEIN, ESQ.

I have no hesitation whatever in saying that so far as the Wallerstein family is concerned, the result at Haverford has been satisfactory, I hope to the president and professors, certainly to the father.

I do not think that my friend Henry Cope has told exactly the story as it should be told as to how I happen to be here. Last year at the University Club, I told him I had been invited to the Haverford dinner. He promptly said, "Who invited you?" Well, of course I did not want to tell him that it was none of his business, and the result was that he scared me off so effectually that I invented an engagement and stayed at home that night.

He has made amends honorably in a most magnificent fashion; in a fashion that I think you will not appreciate, in not only inviting me to a Haverford dinner, but in asking me to speak here. I suppose that the next best thing to going to Haverford College is to go to a Haverford alumni dinner. It means a very great privilege to me to

have been invited here, because at last I have attained one of the ambitions of my life—to be connected with a seat of learning.

You know the time has not long passed in England when a legal education consisted in eating a certain number of dinners, and I want to say that if you only invite me often enough, I probably shall get to know as much as your alumni and your professors. Not that I wish to jest about what they know, for by personal experience I am very well aware that the alumni of Haverford know at least that they know nothing. As to the professors, I can only speak of one man among them, who is my personal friend, and who sits here at my left, and I know that he knows that he knows everything, as indeed he does. But this is an unfair stroke at the head of your English Department, of whom I can say, unlike what Dr. Johnson said about Chesterfield, that he is a scholar among scholars and a gentleman among gentlemen.

There was once a case when a lawyer had to defend his college in a suit upon which its very life depended, who ended his argument by saying of his Alma Mater, "It is a small college, but there are those who love it." It would be an impertinence for me to say that I love Haverford College, for I am a stranger to it; but I can say and will say that I admire it and respect it; and the reason that I do is that it is a college; that among its green lawns and shady trees the love of learning still is cultivated; and that those miserable words "Vocational Training" have not taken entire possession of the minds of its faculty and governing body.

This is not meant to declare that Greek, Latin, Philosophy and Mathematics are the only proper subjects of a

college training, or that economics, sociology and kindred topics have not a cultural value; nor to deprecate the study of Science both for mental training, and for the acquiring of information. But I do wish to combat the notion that the primary purpose of a college education, or university education, is to learn a particular way of making a living. It is true that nearly all of us have to make a living. But so do the beasts of the field and the birds of the air. Though our methods are not entirely but somewhat different from theirs, it is not that which distinguishes us from them. What distinguishes us from them is our being human, our humanity. It is doubtless true that for most men and women the principal problem (I was going to say, really the stern necessity) is the requirement of labor to keep body and soul together. This is so stern a necessity that it leaves them exhausted, and life unfortunately to most men and to most women is nothing but working, eating and sleeping. But it is not so with college men. Those who go to college, I am glad to say, are not in that class. They have a time for preparation, and the issue is whether that preparation is to be one merely for a struggle for material things, just as an athlete goes through a course of training, or whether something shall not be done to make them more than mere participants in the race for success.

After all, you know, a college is not a training table where men partake of the particular mental food which is going to fit them to win a race or a game. Life is not a race or a game. It is something far more than that. It is not to be spoken of in terms merely of competition; of the success of one man over another or of the success of one man over all the others. In this turmoil of existence,

where a man has got to keep a very strong head not to become entirely cynical, nevertheless, he would be a poor observer who would say that life was nothing but a combat. It is something more than that, far more than that. You must get ready for the fight. We have all of us got to do that; but while you are getting ready, or beforehand, before you engage in the fight, you should equip yourself with the knowledge and the hopes and the aspirations, the possession of which distinguish us from brute creation. Now, I believe—and I believe that President Sharpless, your governing body and the alumni of Haverford College will agree with me—that the true purpose of a college education is to put you in possession of that knowledge, those hopes and aspirations, or at least in the way of attaining them.

I myself am no college graduate, and, of course, I am a very ignorant man. I know no Latin at all, and less Greek. I get my science from those accurate purveyors of all sorts of mis-information, the newspapers. My political belief I get from my leader, who is a somewhat notorious collegian, Woodrow Wilson. As for my Sociology (I wish I could attend that new department which you are going to open at Haverford), I get from the quarter known as the last National Democratic platform, which as you know, at least so Democrats say, is a compendium of all the ills that mankind suffers, and a remedy for every one of them.

To tell you the truth, I am very much like a friend of mine who said he could trace in himself a resemblance to every great man that ever lived, because he said he was ignorant of some one thing that each particular great man was ignorant of.



However, though I am not like Holy Willie, "a burning and shining light," I have some very, very strong and some very profound convictions on certain subjects, and I think that the strongest of those convictions by far is the belief that railroads, telephones and telegraphs, 45-story buildings, and steamships that are in very truth the leviathans of the deep, and great industrial establishments are not the only, not even the best evidences of civilization. What I call the evidences of civilization are these: The creation and appreciation of ideas and material things not immediately useful—the developing, refining and disciplining of the emotions; researches into science for the sake of science; the love of learning for the sake of learning; the desire for "good in widest commonalty spread" as Wordsworth has expressed it; sympathy with mankind; in short, all those things which are called the Spiritual things of life. The more they are cultivated, the more they are developed; the more they are observed, the higher is the state of civilization. I do not think there is a man here but will agree with me that the true purpose of college life and the true purpose of a college education is to encourage the development of those things.

I am not going to enter into the vexed question as to whether Latin and Greek are the only means of attaining culture. I have considerable domestic difficulty in my own home circle concerning the necessity of studying Greek, but I do know this—that even in the case of the very poorest students, you can find that there will stick in those boys' heads not merely the Latin Grammar, and the Greek accidence, but something at least of the great thoughts of the great writers who wrote the books which the students so *unwillingly* study.



Then I believe, too, that this theory that the men who read books are mere theorists and not practical men, is without any foundation and fact. We all of us have got to obtain a knowledge of men. It is given to very few of us to meet other than merely commonplace men and women in our daily intercourse, and the only way in which we can obtain the knowledge of the best men and the best thought is through the reading of books, not always the books best known, but the real books, the good books. I suppose that this is disloyalty to our state of Pennsylvania, but I want to say a word about a book which I think will appeal peculiarly to you and give an example of what I mean. I suppose that for ten thousand men that have heard of Benjamin Franklin, hardly one has heard of John Woolman, and hardly anybody reads his book; and yet, from my point of view, I am not sure but that good old Quaker, who thought it a crime to do anything more than earn his livelihood, contained in him the germ of a higher, better and finer civilization than did Benjamin Franklin, who is the tutelary genius of Pennsylvania.

I want to close here by quoting to you something that was said by a man who was a very great scholar at Oxford, probably the greatest of his generation. I need not mention his name, for the moment I begin the words, my friend, Professor Gummere, will tell you who wrote them. At any rate, this is what he said:

"Learning is a peculiar compound of memory, imagination, scientific habits, accurate observation, all concentrated through a prolonged period on the analysis of the remains of literature. The result of this sustained mental endeavor is not a book but a man. It cannot be embodied in print; it consists in the Living Word."

That sums up my feeling as to the purpose of education. The accomplishment of that purpose, I believe, as I look around and see the men whom I knew as Haverford men, is the great goal of Haverford. There are learned men there. There are scholars there, but every one, with scarcely an exception, as the result of the training which he got there, is in the true and proper sense of the term *a man*.

THE CHAIRMAN:—There is one thing that I forgot to mention—a very noble achievement by a group of Haverfordians to whom we must take off our hats. You know that the bean-eating Bostonese have always considered themselves “The Hub of the Universe,” but according to the best authorities, that has all been changed. Fair Harvard is no longer in it. Now the bean is small and paltry. The bean is plebeian.

On the contrary the watermelon! There is something imposing about watermelon! I do not refer to its watered stock; I mean its imposing appearance. And now according to the latest authorities, the place from which scintillations emanate in every direction by all kinds of electrical contrivance and to all parts of the universe—in a word, the *new* hub is melon-fed Moorestown! You know we have here among us one of the champion story-tellers, that is, of true stories. Haverfordians never tell anything else. I tried to get out some lines this last summer to see if I could not catch on, but it appeared they were all sort of bottled up, in reserve for Dublin Yearly Meeting.

However, I have been fortunate enough to make a

bargain, but before I call on this story-teller, I feel that he has never been properly introduced to you. You may think you know who he is, but you don't. At least, you never have. We have to go right back to the gentleman whom the whale could not stomach, and putting aside all the collateral branches like the Von Joneses, the Van Joneses, the De Joneses, the Le Joneses, the Don Joneses, the Jonesevitches, and the Jonesies, we come right down to about 100 B. C., when there was a Jones-ap-Jones in Wales. Now you know, unless you go back to B. C. in Wales, you hardly count. We can follow regularly long beyond that, but we will have to jump another thousand years, when one of these Jones-ap-Jones came over a stowaway with the Norsemen. This was a long time before anybody got wrecked on Plymouth Rock or before the future metropolis of Chester was discovered; in fact, about the time of Pocahontas' great-great-great-grandmother. This Jones-ap-Jones when he came over here married a princess, one of the daughters of one of the Vikings; in her trousseau, or whatever you call it, was a large drinking horn such as the Vikings carried. Now, what was in that horn I do not know, but we will put it down as spruce beer and let it go at that. But having wandered down the coast, they struck old Androscoggin, the chief of the Penobscots, and this drinking horn they swapped off with him for the State of Maine.

That is the beginning of the family; and having gone immediately into the manufacture of chewing gum on a very large scale, they became very wealthy. As to the first part of the name, of course from the swarthy Welshman and the blonde Scandinavian, the result was the first sorrel-top, the original Rufus, named, of course,

after the son of William the Conqueror. Now, I think you know who I am talking about, and Professor Jones will be kind enough to give us a few of those specialties, never before told except in Dublin Yearly Meeting.

After entertaining the diners for ten minutes in his own inimitable fashion, with anecdotes and stories, Dr. Jones spoke as follows:

ADDRESS BY DR. RUFUS M. JONES, '85.

There can be no question whatever in the minds of any of us here, or any of us who know about things, that our dear college out there at Haverford is making progress straight along, where our old friends, those of us who are most intimate with the life of the college, have seen a steady increase of external appreciation, and a corresponding increase of internal loyalty. The people on the outside believe in the college, and the people on the inside like it.

But it is never safe for us to talk too much about our achievements. A goal that is a satisfactory goal for our college must be a flying goal.

You remember the man who was going down the stairs of the Boston Subway, who slipped at the top of the stairs and fell down, and on his way overtook a woman who was wending her way slowly down. She fell right back into his lap, and slid all the way down. When they got to the bottom, she was rather slow to move, and sat there for a moment, until he touched her on the shoulder and said to her, "Excuse me, madam, but this is as far as I go."

Nothing of that sort will ever happen at Haverford.

There is no place where we draw the line, and say, "This is our ultimate goal."

But we don't want to over-encourage the happy family idea, or too much pat ourselves on the back. We want to have our eyes clear enough so that we can see all the weak spots, and see that which is lacking, no matter how much we love the college.

There are just two things which I want to say before I sit down; two things that I want to see increased in the life of our college. I want to see us do more than we are doing to form the fine manners and to refine the nature of all the fellows who may be there. I want to see a finer touch of gentlemanly grace in the lives of all.

It is a part of the ambition of our college to breed men of fine and noble manners. It is one of the best ambitions we have, I think, to train to the grain of the man, fineness of true manners in the truest sense of the word.

The most consummately beautiful thing anywhere is a good man with the added grace of fine manners, so that he is a gentleman to all the world, under all circumstances wherever he goes. We want that in every Haverford man.

Then we want a kindled passion for scholarship. We turn out our share of scholars, but as Carlyle said, "We ought to put this fire into the belly of more of our men."

We need, in America, to take the business of education more seriously than we do. The time is right close upon us when educators are going to have a searching of the heart, and are to find out what their commission is.

We have never had a "Great White Way" at Haverford. No such thing has been there. We have the sound traditions behind us that makes it possible for Haverford,



as well as any institution in America, to help inaugurate a new and better era of American college education. This small group here is the foundation influence for determining the destiny of the Haverford of the future. This group of men here can shape athletics and do much toward directing the future of the college. This group of men here can mould the policies and form the new spirit for the future.

It would be easy, I suppose, to boom ourselves in many ways. We could institute a primrose path of entrance and increase our attendance. We could secure a football team that very likely would leave a luminous trail of light behind it and give us fame. But it takes the slow, dead heel of the will to stand right straight by the guns and follow your start, and live for the supreme idea—the ideals of noble manners and straight out scholarship.

You remember the story how the prophet sent out Mahomet to break the idols throughout the land of Crete, and how, when he came to one of the richest and most famous shrines of one of the gods, he ordered the priest to bring out their idol. The priest offered him an enormous sum of money if he would spare the god. For a moment he hesitated, and then said, "Bring out your god. It is only the man of faith who cannot be uncrowned." When they brought out the god, and the men smashed it, out of the idol flowed untold wealth, because it had been hidden inside the god.

If you stand by your faith, it is the way to the other things you want. It is to-day for us the only possible thing.

"'Tis not the grapes of Canaan that repay,  
But the high faith that fails not by the way."



## ADDRESS BY R. M. GUMMERE, '02.

There is an old remark sometimes made about Haverfordians—"Are Haverfordians making good?" In the form of a friendly query, are Haverfordians taking leading positions in the world? Are they distinguishing themselves by their abilities to forge out new ideas? I thought of the various Haverfordians we read about in the papers, of a whole page of the *Ledger* devoted two or three days ago to a man who is standing up, not necessarily for what we believe, but for what he believes, as leader of the Progressive Party in Pennsylvania. We read in another issue of a Haverfordian who had the nerve to come out and make certain statements which were printed about the evils of prison life in Philadelphia. I took up *Collier's Weekly* at a certain Club in Philadelphia the other day, and saw that the cover was designed by a Haverfordian. One might have gone to a concert in New York and heard a Haverfordian who had distinguished himself for twenty-five or thirty years. So it is with many others. There are Haverfordians who are doing singularly manly work out in China, and Haverfordians who are winning the Rhodes scholarship.

I should not be honest, however, if I stopped in my remarks by simply saying that everything at the college is in first-rate shape, which it is, if I alluded to the co-operation among the faculty, the alumni and the students, because there is no doubt of it, and this is no taffy.

I think the College is clean. There is very little of the Great White Way. There is practically none. That there is a spirit of intelligence among the upper classmen you can see for yourselves. The editors of the *Haver-*

*fordian*, and the *College Weekly*, are striving to put things on a solid basis, a higher basis than they have ever been on before. I think they are succeeding.

One thing ought to be said, and one would be a coward if he did not say it: "Do we interest school boys round Philadelphia sufficiently in Haverford College?" I do not think we do. Do we control the press in such a way that it refrains from such notes as President Sharpless mentions on the Swarthmore game? What is the proper body to do that? The Alumni Association of Haverford College—because the college does not want, as President Sharpless has said, to go in for advertising of any kind.

I should like to recommend two things to-night, two definite things. First, a fund raised by the Alumni Association (in saying this, I have the backing of several alumni who have told me they approved of the scheme) which will be devoted to the controlling and assisting to put proper news into the Philadelphia papers about Haverford.

The student body think that the alumni ought to protest to the different papers that there is not enough space given to them. The alumni themselves think that the student body is not energetic. The fault lies a little with both sides, it seems to me.

A fund of \$100, more or less, might be given annually to a certain student whom the Alumni Association should pick out, and he should receive this sum on condition that a certain amount of reliable space was printed in the papers about Haverford College.

In the second place, there is a suggestion which was made also by an editor of the *Weekly* who has the same scheme on his mind, who has been working along these

press lines with dubious success. Possibly, as he says, the reporters and they themselves are not on friendly enough terms. They don't know each other well enough.

There is another thing which I should like to see an accomplished fact.

I should like to see the COLLEGE BULLETIN, in which President Sharpless has given us the use of four numbers already, in the hands of a board controlled by the alumni. Those four numbers, divided into departments; one an undergraduate department, where an undergraduate will write up news, not like alumni notes, as they would be disturbing the *Haverfordian*, but from the point of view of the undergraduates used for the purpose of the alumni as the alumni ought to see it.

Another place where any policies the president wanted to throw open for discussion could be discussed, and where literary works and books published by Haverfordians, could be commented on as it is done in the Harvard magazine.

For instance, a department devoted to athletic discussion. We are to adopt an imperial policy to a certain extent in taking on this Swarthmore game. It means we have got to have a good deal more than the mere enthusiasm at our hurry-up meetings, so to speak.

You all know Caleb Worrell. He was going past Barclay Hall last fall, and there was an enthusiasm meeting there, and he said to a friend of mine who was passing, "There they go, Tammas, beatin' 'em again! But wait till to-morra!" Now, in order to beat them to-morrow, as well as to-night, we need these Philadelphia school boys without (I say this after thinking it over carefully) any sensational advertising. We want these school boys,

and we want boys all around this part of the state to know what Haverford is doing, and know it reliably, and not get such truck as our president referred to about our fake enthusiasm, which would make it seem as if the college was three-quarters fraud, which it is not.

The parents of Haverfordians bring Haverfordians to college in goodly numbers. I tried to find out some statistics for the purpose. In 1895 there were only 99 men in college, and 19 of those were sons of Haverfordians or of the faculty and managers. In 1900 the college had increased to 124, and there were 21 sons. In 1905 the college had increased to 146, and there were 20. There was a big jump in 1910 when there were 31 sons of Haverfordians out of 158. What is the case now? There are 25 out of 176. The number of students has almost doubled since 1895, but there are only 25 sons of Haverfordians now in college, and there were 19 in 1895. Where are they going?

Now, as to younger brothers. Really, we are doing better. In 1895, out of those 99 men, there were 15 younger brothers. Ten years later there were 38, and now there are 31. It would seem, then, that as far as the brothers are concerned, as far as the fathers are concerned, to a very great extent Haverfordians are doing their duty.

But I should like to put before you to-night those two ideas. Of an ALUMNI BULLETIN, which is realized, and of which four numbers a year will be published, for which \$80 is at hand. After sending out feelers to seven or eight of each class of Haverfordians, selected more or less at random, to see who would promise to underwrite this magazine to the extent of \$1 per year, eighty have

paid cash, all of which is to go into the hands of your treasurer, Mr. Tatnall; fifty have promised to pay; five men have promised sums varying from \$10 to \$200, and five men have declined to support it. One man says, "There is too much rot written about alumni affairs. I suppose I will have to give, but like Emerson's dollar, I should like to see it refunded." Altogether, that looks like pretty good approval of this idea.

But I think what we want is not to dwell so much on the financial side in the bringing in of these men, or of the cheap advertising, but I have felt in my bones for years after visiting the cricket clubs and the soccer clubs in the vicinity of Philadelphia, that the Philadelphia school boy knows nothing about Haverford, and this ought not to be the case.

I think in this way the alumni can accomplish the desired results if they support this proposition, give it their attention, and work as a corporate body instead of as it is now, where every alumnus works his head off for Haverford and gives freely, in a great many cases really giving more than he can afford. Nobody can say of him what they said of the old farmer (I have stolen this story from the legitimate source). Silas was as tight as you can imagine. He died, and was carried to his last resting place, and as the coffin was being lowered into the grave a friend of his who thought nobody ever said any good thing of Silas in his life, said, "Well, friends, Silas wasn't as mean all the time as he was most of the time." Nobody can say that of a Haverfordian.

I bring these two facts to you to-night, and ask you to back up this Board which President Cope of the Alumni Association has consented to appoint for this magazine



which President Sharpless has so heartily approved of, to be issued in four numbers per year, which will welcome any suggestion any Haverfordian wants to make, provided he really believes in it, and it ought to be a success.

The proceedings of the evening closed about eleven o'clock with the singing of "Comrades."

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### THE NEW CURRICULUM.

For some time the members of the faculty have felt that the course of study at Haverford needed revision in order to keep up with modern ideas, and they have therefore made a careful study of the requirements at other institutions before adopting a new curriculum.

The chief problem has been to fix upon the proper combination of "distribution" over a broad field with "concentration" along one or two lines. Up to the present time our system of numerous required courses with an almost perfectly free choice of electives has led to an undue emphasis upon breadth of field, and to scattering in the choice of electives, with the result that students often have left Haverford with a smattering of many subjects but with a mastery of none.

Under the new system, which is to become effective next year, the Freshman work remains substantially unaltered, while the required subjects are, for Sophomores, English, a foreign language, History and Economics; for Juniors, Psychology and Biblical Literature; and for Seniors, Ethics. In addition the minimum requirement of electives is, for Sophomores, two courses; for Juniors



and Seniors each, four courses; a course meaning either three or four recitations per week throughout the year; but these courses must be so chosen that one subject shall be elected for three consecutive years, and two others for at least two years. Furthermore, opportunity will be given to Freshmen desiring to make a special study of any branch, such as Chemistry or Engineering, to pursue work in that department during all four years. For the A.B. degree Latin or Greek is required for two years (instead of three) and one course in a science. For the B.S. degree French or German is required for two years (instead of three) and two courses in the sciences (including Mathematics). The somewhat broader choice of electives thus permitted necessitates an increase in the number of hours per week available for lectures and recitations. This difficulty has been overcome by making four changes in the weekly schedule: (1) Collection on Monday morning will take place at 8.20 instead of 9.10; (2) the luncheon hour will be 1.00 o'clock instead of 12.45; (3) Thursday Meeting will be held at 11.45 instead of 11.00; (4) recitations on Saturday morning will continue up till luncheon instead of stopping after the close of the second hour. The weekly Collection talks by President Sharpless and others will be given on some other day than Monday, perhaps Wednesday. One disadvantage of the new hour for Meeting is that "Monthly Meeting half-holidays" will no longer be possible, though this may be offset, partially at least, by the creation of more football and cricket half-holidays when they are needed.

It is hoped that the result of this new system will be to give each student a broad foundation upon which must be built a careful study of at least one or two subjects

of his own choosing, thus turning out better developed and more efficient Haverfordians.

FREDERIC PALMER, JR.,  
*Dean of Haverford College.*

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### A PUBLIC-SPIRITED HAVERFORDIAN.

Whatever his political belief, no one will deny the truth of the following passage from a recent editorial of the *Public Ledger* of Philadelphia:

"Of Mr. Lewis it is possible to speak without hesitation or qualification. He has character, earnestness, ability; he is equipped for nearly any post in public or private life; he is acquainted with the law and our institutions; apparently he is wholly devoted to the interests of his State and his country, and none can deny that he would be a faithful, honorable and—what is even more to the point—a capable and efficient Governor of this Commonwealth. In one word—the Progressives have undoubtedly chosen the best as well as the most 'available' candidate among all the conspicuous men allied with their party. The Progressives have selected their strongest man."

We therefore offer to the readers of the ALUMNI QUARTERLY the following article on William Draper Lewis, '88, contributed by a Haverfordian with the assistance of two non-Haverfordians who have been closely associated with Dean Lewis in legal affairs:

William Draper Lewis, of the class of '88, now Dean of the Law Department of the University of Pennsylvania, will be a candidate in May for the Progressive nomination for the governorship of Pennsylvania. A brief discussion

of his qualifications for that office may therefore be acceptable to Haverfordians. The writers feel qualified to speak as college men who have been closely associated with him both professionally and socially.

Mr. Lewis has a deep interest in matters of government, an interest which may be described as that of a citizen rather than that of a politician. He advocates certain measures not because they will strengthen his party but because they will strengthen his community. Necessarily he belongs to a party, but he is not a party-man in the usual meaning of that word. Voters of every party could feel satisfied, were he elected governor, that his executive acts and appointments would be inspired by a genuine desire for effective administration and not by a desire for effective party machinery.

The governor of a state must be a practical and constructive administrator. In the seventeen years of his service as a dean of the University of Pennsylvania, Mr. Lewis has steadily built up the reputation and academic standing of the Law Department until it is now admittedly one of the foremost professional schools in this country. As the chief executive officer with very large appointive powers, the Governor must also be able to distinguish the real patriot from the sham; the doer from the talker. As dean Mr. Lewis has been called upon hundreds of times to express an opinion with respect to the character and capabilities of different students and graduates. In no one of these instances which has come under the observation of the writers has his judgment of a man proved incorrect. This faculty of discrimination is, of course, of great importance in a position where success depends so largely upon a proper choice of subordinates.

Once the subordinates are selected, the executive must be able to keep them loyal and industrious. Mr. Lewis accomplishes this result by inspiring his fellow workers with a very lively affection for him and with sympathy for his high ideals, but chiefly, perhaps, by the example of his own tremendous industry. Any lawyer will appreciate the amount of labor involved in supervising the editions of "Blackstone," Wharton's "Criminal Law," Greenleaf's "Evidence" and Pepper and Lewis's "Digests of Pennsylvania Decisions" and of the "Laws of Pennsylvania." Add to these the preparation and conducting of classes in different subjects, the administrative duties incident to his position as dean, the drafting of legislation on subjects both social and technical and political speeches and activities without number—and the amount of work done and well done, appears astounding.

Besides his capacity for labor, Mr. Lewis' active part in the organization and work of the new Progressive Party and in drafting or revising many of the progressive bills considered at the last session of the State Legislature; notably the public utilities and the women's labor bills which were later passed in a somewhat revised form, have not only given him invaluable political and legislative experience but stamp him as a man of unusual mental powers and of great intellectual productiveness.

Finally, Mr. Lewis is both simple-minded and open-minded. His manner is plain and courteous and he is not at all impressed with a sense of his own importance. From this it follows that he is open to argument and conviction and that his conclusions are the result of reasoning, rather than of prejudice. His faculty of sympathy with another's point of view is rare enough to deserve special attention.

In this generation when we are learning anew to turn to account in our politics the intelligence of the scholar, it is particularly interesting to consider Dean Lewis as a political possibility. Whatever might be their party affiliations, men would find him an executive given to intelligent and productive activity.

F. R. C.

E. H.

S. L.

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#### PRESENT DAY PAPERS.

Haverfordians will be interested to know of the new magazine edited by a Haverfordian and with headquarters at Haverford. *Present Day Papers* began at the beginning of the current year. It is a religious monthly—undenominational in character but devoted to the interests of “spiritual and vital Christianity.” Rufus M. Jones, '85, comes to the task of editor-in-chief after many years of experience with the *American Friend*. Henry J. Cadbury, '03, is business manager, and the board of editors includes Isaac Sharpless, Dr. George A. Barton, '82, Augustus T. Murray, '85, and a number of prominent scholars in both England and America. Haverfordians have been well represented in the two issues that have thus far appeared. Besides the editorials, editorial notes and reviews by Rufus Jones and other members of the board, the January issue contains an article by President Sharpless on “How to Bring Prosperity” and Dr. F. B. Gummere, '72, contributes to the February issue a review of the collected poems of Alfred Noyes. In breadth and depth the religious spirit of this periodical corresponds to that at the college.



## LITERARY NEWS.

In the May number will appear a review of a book on "Hunting in Siberia and Alaska," by E. Marshall Scull, '01. He was accompanied on this trip, as well as on his South African journey, by A. M. Collins, '97. The Winston Company are the publishers.

In the same number we shall review a pamphlet dealing with the work of Robert L. Simkin, '03, as a missionary in West China.

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We quote with pleasure the following review of Professor Thomas's English History, from the *Springfield Republican*:

## EXCELLENT ENGLISH HISTORY.

*A One-Volume Consideration with Much to Recommend It.*

There have been histories of England written briefly and voluminously, wisely and unwisely, by a multitude of historians and near-historians hitherto, and doubtless the succession will continue to the end of time. Each decade gives a new vantage point of retrospect, and each author brings to the task a new individual factor, so that the output is never twice just alike. Prof. Allen C. Thomas, of Haverford College, who has written school histories of our own country, is the latest reviewer of the history of the mother country, in a school text-book, "A History of England," of 650 pages, published by D. C. Heath & Co. Like most of the modern historians, Prof. Thomas puts more emphasis on the arts of peace



than on the glitter of war, and while fighting bulks large in British annals he is more concerned with its results than its actual progress. The book is made convenient for comparative study by the inclusion of many sketch maps showing the progressive political changes on the map. Also for comparative work there is an appendix of eighty pages giving a brief history of continental Europe from the fourth century to 1648. As a whole the book is admirable and will commend itself to educators; it is also as likely as any text-book can be to appeal to the interest of pupils. The reviewer has been interested in several apparent errors of statement or typography, which upon investigation simply prove the accuracy that characterizes the work; and the handful of corrections simmers down to one where it would seem that the map showing Europe at the height of Napoleon's power should be dated 1812 rather than 1821. With this reconsidered, we congratulate the author on his successful work.

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### ATHLETICS.

Joseph W. Sharp, '88, chairman of the Alumni Athletic Committee, has made public the following appointments. Alumni will be interested to know that each department of sport has been more centralized and made more business-like by assigning definite members of the general committee to special sports. This will tend to increase efficiency in coaching arrangements and the making up of schedules.

Graduate Treasurer of all sports, and Curator of the new Manager's Room in the gymnasium: John L. Scull, '05.

## CRICKET.

C. C. Morris, '04, Chairman. C. J. Rhoads, '93.  
A. G. Scattergood, '98. F. C. Sharpless, '00.  
R. M. Gummere, '02. A. C. Wood, Jr., '02.

## FOOTBALL.

H. N. Thorn, '04, Chairman. A. C. Maule, '99.  
F. C. Sharpless, '00. A. G. Priestman, '05.  
T. K. Brown, Jr., '06.

## SOCCER.

R. M. Gummere, '02, Chairman. A. G. Scattergood, '98.  
C. C. Morris, '04. A. G. Priestman, '05.

## TRACK.

A. M. Collins, '97, Chairman. Dr. Babbitt.  
A. C. Maule, '99.

## GYMNASIUM.

T. K. Brown, Jr., '06, Chairman. Dr. Babbitt.  
A. M. Collins, '97.

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James Carey, captain-elect and quarter-back on last year's successful football team, which broke even (four victories and four defeats) during a season which included three matches with teams of university calibre, writes as follows:

"A Swarthmore game has been nothing more than a dream of the past to the fellows in college, and there was not one of us who was not taken by surprise when Presi-

dent Sharpless made this dream real, in a speech, at the banquet given for the team, at the Merion Cricket Club in December. It is just what about every undergraduate, and certainly most of the alumni wanted, and is sure to keep everyone's interest in the team at its height from the very beginning of the season. A big game seems almost necessary for a successful season. At best our uneven rivalry with Lehigh has been a poor substitute for a big game, and winding up the season with Carnegie Tech. at Pittsburgh can hardly be compared with playing Swarthmore at home.

"Dr. Babbitt has chosen 'Mike' Bennett to get the team ready for Swarthmore next year. If past records count for anything, he is certainly capable of doing so. As a player he starred for Pennsylvania for three years, as a coach he has served on the advisory board at the University of Pennsylvania and has been offered positions there—it is even rumored that he was considered along with George Brooke for head coach this last year. He has for ten years turned out victorious teams at Mercersburg and Chestnut Hill. Bennett has already been out to college several times—having started a wrestling class for part of next's year's squad. It is planned to have about twenty-five men wrestle three times a week, ending up with bouts at the Alumni Spring Opening in April. He claims there is nothing like this sport for developing fellows, and is sure the results will really help next year's material.

"As foundation for next year's team we have five letter men, losing one regular from the backfield and four from the line. With the exception of four or five possibilities all the material in college will be in the three lower classes,

so that the team developed next year will, with a few changes, face Swarthmore for two seasons. Counting on several men we know to be entering next fall the outlook for the coming season is unusually bright, and still brighter for the year after.

"With the spirit of the college and alumni increased far beyond what it has been, owing to renewal of the Swarthmore game; with as able a coach as 'Mike' Bennett, and the fine material we have in college, I am sure Haverford will do her best next fall."

JAMES CAREY, 3D, '16.

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### UNDERGRADUATE REVIEW.

Current newspaper accounts would indicate that Haverford's Honor System is dodging bricks. If notoriety for Haverford is to be sought after systematically, care must be exercised lest her journalistic name be "yellow." Some time ago Philadelphia papers had fun at our expense when scareheads proclaimed that Quaker simplicity and the Terpsichorean Art were to be wedded at a Junior Dance. The Junior Dance failed to materialize. Moreover, our Honor System is not utterly depraved. Recent developments, however, prompted Dr. Spiers to point out its all too obvious defects at a Monday morning collection. After the four classes had had opportunity for individual discussion, a meeting of the College Association was held at which the advisability of adopting the improvements suggested by the Senior Class was discussed. These were that the governing body of the

**Honor  
System**

Honor System be a Committee of Twenty, consisting of five members from each of the four classes, these five to embrace the men elected to the Student Council and from one to four men, elected or selected by the class presidents to complete the number. These suggested reforms failed to pass the student body. The present system is to be kept intact with three changes: Incoming Freshman classes are to be made more fully aware of their obligations than heretofore, the class committees are to be elected instead of appointed, and the penalties inflicted are to be more severe.

Manager Edgerton, of the Cap and Bells Society, is active in his plans for the coming musical and dramatic season at Haverford. It is proposed to complete the schedule of the musical clubs before serious work is undertaken with the annual play.

Both of these organizations are flourishing (the combined membership is thirty-five) and the Swarthmore concert should attract Haverfordians interested in seeing how social as well as athletic connections may be re-established with our sister institution.

Gilbert's comedy, "Engaged," has been set upon for the annual play. In addition to his valued work in training candidates, Ralph Mellor, '99, is collecting funds to build a new and improved stage in Roberts' Hall. It has been decided to hold over Junior Night until after the Spring Recess. This will enable the play to tour during vacation week and present its best performance as a climax at the college. Baltimore will be played on April 18th, Wilmington on April 20th, and Haverford on May 2d.



**Publica-  
tions** An undergraduate investigation favored by President Sharpless to promote the union of the *Haverfordian* and the *Haverford News*, resulted not in this, but in slight alterations in the policies of the two papers. The new *Haverfordian*, under the leadership of Yoshio Nitobé, '15, will make it more its aim to publish matter concerned directly with Haverford. In this direction, the alumni department awaits the co-operation of such alumni as received post-cards requesting news. D. B. Van Hollen, '15, editor of the newly christened *Haverford News* is campaigning for "all the news, all the time, on time." Two thousand complimentary copies have been mailed to alumni three consecutive weeks.

**Clubs** The *Music Study Club* has had five meetings so far this year. Two concerts have been planned, one for March, and another in April. It is hoped that the successes of last year may be repeated.

The *Scientific Society*, under the leadership of President Hallett, has enjoyed bi-weekly meetings. There are now thirty-three active members, a substantial increase. A Publicity Committee has recently been appointed.

The *Classical Club* met at the home of Prof. Baker on February 18th. Papers were read by undergraduates. This organization has a membership of thirty-five.

**Athletics** The soccer team has again taken the field after a lay-off of over a month, with Thomas, of the Peabody A. C., acting as coach. During the recent heavy snows, shooting practice has been had in the gym. With a nucleus of veterans to build upon, we should have a fast team for the Intercollegiates, which begin at Princeton on March 7th.\*

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\*Results so far: Haverford, 3; Columbla, 1; Yale, 3; Haverford, 2.



The gym team has been practising regularly since Thanksgiving. The Triangular Exhibition with Princeton and Pennsylvania was held in January. The following was the schedule: Swarthmore Exhibition, February 27th, Columbia on March 6th,\* and Pennsylvania on March 13th.\* Captain Waples has had a successful season.

With the confirmation of the English trip, cricket has received a new impetus. There are over forty men working regularly in the shed. Manager Stokes has arranged the following schedule (subject to change):

April 18.	Frankford.....	Home
" 25.	British Americans.....	Home
May 2.	Merion C. C.....	Away
" 9.	Phila. C. C.....	Away
" 13.	Second Fifteen.....	Home
" 16.	U. of P.....	Home
" 21.	U. of P.....	Phila. C. C.
" 23.	Interscholastic.....	Home
" 30.	New York Veterans.....	Home
June 6.	U. of P.....	Merion C. C.
" 12.	Alumni.....	Home

During the week of June 8th games are expected to be played at home with Toronto and McGill Universities who will be on tour.

The Alumni Athletic Committee recently met with the captains and managers. Discussion turned to the possibility of Haverford's having to leave the Intercollegiate Soccer Association in the event of the season's being changed from spring to fall. The advisability of having a pole placed in the new track was also discussed. Alfred Collins, '97, agreed to contribute one-half the cost of this

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\* Haverford, 34; Columbia, 19; U. of P., 34; Haverford, 20; Brown, 33; Haverford, 21.

undertaking. Chairman Sharp appointed a committee of graduate managers. Present undergraduate sentiment is strong against withdrawal from the Intercollegiate Soccer Association. It is believed that moving the season forward from spring to fall would inconvenience very few soccer men.

K. P. A. TAYLOR, '15.

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## LETTERS TO THE "BULLETIN"

### THE HONOR SYSTEM

Of late there has been not a little criticism because an article in the *Haverford News* (successor to the *Weekly*) gave the Philadelphia papers an opportunity to report with exaggerated emphasis a purely college matter. The alumni should remember, however, that a college paper's first duty is to keep those interested in the college informed of whatever is going on; and that it would be defrauding its subscribers, did it not report so important a matter as the recent discussion of the Honor System. If there was any criticism to be made it should have been directed at that arrangement which permits students having no newspaper connections or experience to handle for the public press those items that do us credit, *e. g.*, our lectures, athletics, interscholastic meet, etc., whereas it allows professional reporters to make go "stories" of whatever is sensational. For some days now this matter has been receiving careful consideration and by the time this BULLETIN is published a new system will be in force.

It is, however, fair that the alumni should be given a few details of the question which has been agitating the college for the last two weeks. The fact is that the Honor System at Haverford has suffered from that stiffness which develops from inactivity: it has not had enough to do. Consequently when suddenly called upon to act, it was not prepared to deal properly with a few matters that demanded thorough and vigorous handling.

This fact was brought to the attention of the undergraduates on the first Monday morning following the mid-year examinations. They were told that, judging from a careful observation that covered the last two or three years, the occasional failures of the Honor System were due first to the fact that the student is apt to consider cheating a purely personal matter between the individual and the faculty and secondly to an absolutely mistaken idea that a student's duty to the Honor System may at times be offset by another duty, viz., that he should not "peach" on a comrade. On the following day, President Sharpless, speaking more especially from the point of view of the faculty, declared that the Honor System must work perfectly or be abolished.

The way in which the students received both this talk and the words of President Sharpless was highly satisfactory. They started immediately a thorough examination of the present system. They discussed its occasional lack of severity and then sought ways to apply the obvious remedies, *i. e.*, to encourage a spirit of responsibility to as large a body as possible and to make it easier for everyone to report any cases of cheating which he might notice. Unfortunately any definite change in the administration of the Honor System was made impossible at this time

by the opposition of a small body of students. But with the exception of these few, the attitude of the student body was impartial, broad-minded and earnest. It even suggested the hope that at no very distant date the Honor Committees of the different classes might be combined to form one big board and that the examinations of all the students would be taken together in one or at most two rooms. The advantages of this arrangement are evident. The individual would feel that he was accountable to the whole college; and he would be watched and, in case of any irregularity, reported by scores of men who, not being bound to him by any particular ties of comradeship, would act solely in the interests of the college, without respect for either classes or persons. According to a formal vote, more than half the student body is at this time in favor of some sort of change in this direction. And this is a good sign; and it is an improvement. With what hostility would not such a suggestion have been met twelve, six or even three years ago! During this period college spirit has strengthened through the weakening of class spirit. And the beneficial influence of this new condition is now beginning to better the Honor System just as it has already worked for the abolition of hazing and the improvement of athletics.

A. G. H. SPIERS, '02.

# HAVERFORD COLLEGE

VOL. XII

## BULLETIN

No. 5

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ALUMNI QUARTERLY

JUNE, 1914

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### EDITORIAL

THE ENERGETIC ALUMNUS

THE "CUT" SYSTEM

UNDERGRADUATE REVIEW

A NEW HONORARY SOCIETY

A REORGANIZED ATHLETIC POLICY OF  
HAVERFORD

REPORTS OF VISITING COMMITTEES

REGIONAL ALUMNI ORGANIZATION

ALUMNI BOOK REVIEWS

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THE  
HAVERFORD COLLEGE BULLETIN

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ALUMNI QUARTERLY

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JUNE, 1914

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## EDITORIAL

WHAT numbers shall Haverford College aim to attain? This question, which is of such great interest to everyone connected with the college, has been answered by the Alumni themselves on various occasions, both orally and in writing. The consensus, or rather the average, opinion seems to approve of about three hundred, certainly not more. No one is willing to compromise by letting down the bars, either in the strictness of entrance examinations, or by any methods which smack of artificial stimulus or captivating the public by specious offers of any kind.

The proper body to lift us along to the desired goal is the Alumni Association. In this connection, we print in the present number of the Quarterly an article by one of the younger Alumni, who has given much thought to the question. He feels that we are sluggish and contented, although devoted and loyal with our purses. He echoes the sentiments of all good Haverfordians, when he declares that we are inactive in passing along Haverford propaganda, and that more must be done among the preparatory schools to bring Haverford to a point where she is truly appreciated.

Read this article with care, and let us have your opinion.

## THE ENERGETIC ALUMNUS.

The mental incapacity of an ostrich in refusing to look at conditions is only equaled by the supreme indifference, content, and smugness of the Haverford Alumni Body. The proof of this will lie in the inaction or action of this same body to take cognizance of the conditions which the President and his advisers have so courageously faced.

"The percentage of rejected applications to Haverford is not large, perhaps ten per cent. There would doubtless be many more if so many weak candidates were not frightened away by the examinations, which Haverford alone among the Pennsylvania colleges for young men, insists upon. But there ought to be twice as many applicants as at present."—(Statement made to the editors by President Sharpless.)

We are proud enough to deny the possibility of any decline in standard, past, present or future, but it is the part of wisdom to consider possibilities; and it is necessary to swallow our pride to look at the percentage of rejections with a view of increasing it or else to claim that every admission is the admission of a paragon.

We happen personally to be acquainted with certain Alumni who admit at this day that it passes their comprehension how they succeeded in being admitted and graduated from Haverford College. The claim, therefore, that Haverford College is the habitation of paragons alone is inadmissible. We have hidden this fact from ourselves to our own exceeding detriment in our athletics. It is only necessary to quote, and we refrain from

doing so only in order to keep from hurting the feelings of the best intentioned editors from either the *Haverfordian* or the *News*, to show that time after time football, soccer, cricket, and what not, teams have been lauded to the proverbial skies with the score against them at least 48-0, 4-0, or 290 to 15! In this article we are divorcing absolutely emotional considerations from considerations of reason; and the mere saying of "Haverford grit!" between your teeth, gentle reader, and the nauseating continuance of such expressions has no more bearing on the true facts of the case than a snow ball on the temperature of the regions infernal.

We test our athletics by the touchstone of competition with the teams of other colleges. With due respect to the members of the Phi Beta Kappa, the holders of corporation-scholarships, prizes for reading, writing and arithmetic, how do we know what sort of a standard of scholarship we have? You may ooze complacently over our Rhodes Scholars, but if you investigate you will find that their very fewness is the gratifying exception that proves the rule. The guilty consciences of many of the readers of this article doubtless eliminate the necessity of dwelling further on this point. There would have been no need to bring up the actual condition of athletics or the possible condition of scholarship, had President Sharpless had the pleasure of writing *no* across the face of ten times the rejections that met with this fate.

We do not consider it necessary to insult your intelligence by saying that the above paragraphs have been based on the assumption that, the greater the proportion of rejected applications, the better is the ultimate effect on the college. This assumption implies the fitness of

the college authorities to make such rejections for admission, and that the ground on which their rejection is made is the candidate's unfitness.

It is an obvious fact, judging from the present sentiments of the Alumni body, as evidenced by the feeling of the Editorial Board of this BULLETIN, that the Alumni favor an increase rather than a decrease of college numbers.

This is shown conclusively, first, by the past inefficiency of ephemeral committees, fatuous newspaper unrepresentations, ineffectually enthusiastic preparatory-school publicity, stones instead of bread from Haverfordians in schools, colleges, business, politics, and intercollegiate athletics; secondly, by the continuance of this same inefficiency; thirdly, by statements to this effect made to many of the undergraduates, faculty, and Alumni, by President Sharpless.

We wish we had a humorous story of a jelly-fish to tell you, apropos of the following paragraph, but we regret that the jelly-fishes we have met have been absolutely devoid of humor, and that the situation is too serious to permit the slightest digression.

Complacency is a congenital characteristic of a jelly-fish, and also a baccalaureate acquisition of a Haverfordian. This complacency has prevented us from recognizing the self-evident fact that colleges are as competitive in function as the component parts of any trust dissolved by the Department of Justice.

We must compete for our students by exhibiting to a prospective freshman our advantages in the most favorable light and answer the claims of disadvantage made by our competitors, to their own confusion. We cannot do this with our present policy of less form than chaos,



headed by nobody, engineered by nobody, and spoiled by everybody. The sort of competition we are up against is not met by saying that Haverford expects every man to do his duty.

If we had any definite policy to follow, and half of our Alumni did their duty, we would not have to look at this following very illuminating table showing how many freshmen entered during the last ten years from the best preparatory schools in Philadelphia:

Westtown.....	59	Moorestown Academy.....	10
Haverford School.....	42	West Chester High.....	9
Penn Charter.....	27	Yeates School.....	8
Central High.....	21	Friends Central.....	7
Friends Select.....	19	Germantown Academy.....	6
Germantown Friends.....	11	Episcopal Academy.....	4
Chestnut Hill Academy.....	11		

One must bear in mind the fact that the numbers graduated from these schools each year differ greatly from one another.

The best example of what can be accomplished by a definite policy is shown not by the result of any policy on our part, but by the effect of the Westtown policy of sending men to Haverford.

The worst example from our point of view of our insufficiency of purpose and indifference to conditions is shown by the *relative* number of admissions from the Haverford School, a school at our very gates, and from which the head-masters and teachers by their own words are forced to send practically all their pupils to colleges and universities whose only superiority, from a Haverfordian's viewpoint, is their superior competitive policy.

It is entirely unnecessary for the reader to assume that we are talking either about bribery and corrup-

tion, free scholarships for athletics, etc., or about anything of the sort, all of which may exist, for we are talking about the bulk of the classes of preparatory schools that go somewhere else year after year for "various other reasons."

Haverford College should command respect from Haverford School, and doubtless everyone connected with that institution would reply "yes" to a point-blank question, and also this reply would doubtless be made in truth; but this degree of respect does not go far enough to bring in many students, and on good authority goes only far enough in 1914 to show us two *possibilities* for next fall.

We have a good many of the Alumni body teaching in or closely connected with the preparatory schools around Philadelphia, anyone of whom we are sure would do anything he could for Haverford College, and only a few of whom, like our Westtown friends, can be proud of such a table as that given above. In contrast to this condition in Philadelphia, the Moses Brown School, located on the far shores of Rhode Island, sent us last year thirty-nine per cent of its graduating class.

It is necessary for us to forgive Haverfordians in the various schools their natural desire to see their students who are pre-eminent in anything go to a great university, like Harvard or Yale, Princeton or Pennsylvania, where their achievements will redound to the infinite credit of their preparatory school, but at the same time it is necessary to remind them, by virtue of their former connection with Haverford, that we are entitled to a chance at some of the lesser lights, and would be glad to bow before a star of the first magnitude, and primarily to remind them that as Haverfordians they believe in Haver-

ford, and as keepers of their students' welfare, should act in accordance with their beliefs or change them.

That the present-day Haverfordian is the apotheosis of a jelly-fish is something we have learned from our knowledge or ignorance of biology. If this be true, we differ from a jelly-fish. If this be false, let us ooze contentment with present conditions and allow the natural increase in the population of the earth to take care of our college.

WINTHROP SARGENT, JR., '08.

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### HAVERFORD CRICKET.

Late last June, June 27th to be exact, the cricket team left Buffalo for Philadelphia, having completed its short tour through Canada. At this time it was unknown that nine of these eleven men would form the nucleus of a Haverford team to be sent to England the following year. The results of the seven games played during this trip, unfortunately, do not favor Haverford, the team having won three games and lost four, two of them being only a question of a few runs. However, this result was by no means discouraging but rather encouraging to those who have since made possible the English trip. Of the team that returned that day from Buffalo, C. Crosman and E. Maule are the only ones who have left us through graduation. C. Crosman had been a very valuable man to the team, being a very reliable batter and an excellent fielder and also having had the experience of the previous English trip. Also the medium pace bowling of E. Maule was a great aid in attacking

our opposing batters. The other men who are still with us are the following, J. K. Garrigues, who was our most able captain through Canada and will captain us through England. His ability not only as a captain and leader but as an all-around cricketer is very well known to all who have talked with him and seen him play. E. Rice, '14, is a valuable man to have, being a very snappy fielder, and this year has shown himself to be quite a steady batter. S. E. Stokes, '14, who had the best average, about 20 for 18 games last year, has improved record this year, his scores to date being 69, 47, 38, 23, 7. In 1915 there is W. C. Brinton, one of our best bowlers and batters, E. N. Crosman who has kept wicket in every game during his three years in college, and N. B. Coleman, who is a good fielder and keeps the team in good spirits. In 1916 there is D. C. Wendell, who is developing into a very good medium pace bowler and who is also a fast run-getter when he gets set. J. Stokes is our one really fast bowler and when his control is good it is very difficult to bat his bowling successfully. All of these men with the experience of the Canadian tour and the present spring season on top of that have shown wonderful improvement, especially in batting, and will start for England with much more assurance and acquaintance with the game of cricket than ever before. Then in addition to this nucleus we have added to the list, W. Webb, H. Miller, J. Carey, W. Crosman, and W. T. Kirk. Webb, next to S. E. Stokes, is the best run-getter on the team at present, having made several very fine scores, one being a 92 against Penn 2nd XI and another a 76 retired in a first XI match. So a lot may be expected from him in the line of batting. H. Miller, '14,

is another most valuable addition to our ranks, being an excellent fielder and showing very good form in batting. J. Carey, '16, played on the 1st XI all of last year and it was most unfortunate that he was unable to go with the team to Canada. However, we can consider him as an old stand-by and to save many runs in the field. W. T. Kirk, '16, is an entirely new man at cricket, but he has played so faithfully during his two years in college and has shown such marked development in every department of the game that his services will be of great value to the team. He is a bowler, batter, fielder, and wicket keep. W. Crosman, '17, is our great light in the Freshman class. He played all last year with Merion A team and so has had lots of experience. Then too his faithful work in the sheds during the winter and out on Cope Field this spring have shown a marked improvement and his presence will strengthen our batting ability a great deal.

And so take the team as a whole it is very safe to say that it is one of the best teams that Haverford has ever turned out. Its record so far this spring has been very commendable and shows just how we stand. It has not been defeated yet and has defeated Frankford A, Merion A, Penn 1st, All-scholastics and had one draw with Penn 1st in its second match. Two matches were scheduled, one with Phila. C. C. A. and one with Del. F. C., but both had to be cancelled on account of rain. The hope is that its record thus far may continue not only in the last three games here but also across the ocean. Every man on the team is looking forward to making this trip a very successful one and to keep the spirit of cricket (at Haverford) alive, so that future English trips may be expected.



The schedule of the English trip is the following:  
 Leave New York via "Minnehaha," Atlantic Transport, on June 13th, arriving in England June 22d or 23d.

- June 25. Shrewsbury.
- " 27. Rossall above Liverpool.
- " 30. Uppingham.
- July 2 and 3. Malvern.
- " 4. Cheltenham.
- " 7. Watch Oxford vs. Cambridge.
- " 8. Tonbridge.
- " 9. Haileybury.
- " 13. Hampstead.
- " 14. Harrow.
- " 15. Watch Gentlemen Players at Lords.
- " 16. Rugby.
- " 18. Eton.
- " 20. Forest Hill.
- " 21. South Gate.
- " 22 and 23. Charter House.
- " 25. Silwood Park.
- " 27. Repton.
- " 28. Old Reptonians.

J. K. G., '14.  
 S. E. S., '14.

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### THE "CUT" SYSTEM.\*

The problem of how to insure attendance at recitations and lectures is one of the first which arises in the history of any educational institution, but that by no means indicates that it is one of the first to receive a satisfactory solution. Since it is ever true that "the way to a man's heart is through his stomach," it might be well

\* This article is published in the *Quarterly* through the courtesy of the *Haverfordian*.



to require attendance at daily recitations as a prerequisite to attendance at the daily evening meal. The colleges have, however, been somewhat slow in adopting such extreme measures to increase their endowment funds, perhaps because a certain amount of contentment throughout the student body is essential to the very existence of the college, and an empty stomach spells contempt, not content.

A few of the methods adopted by different institutions to produce the desired result are as follows: (1) absolute attendance is required; (2) a small number of unexcused absences, or cuts, is allowed, and necessary absences are excused; (3) a number of cuts is allowed which must include necessary absences of short duration; (4) no definite allowance of cuts is made, but absences are reported, and an excessive number requires explanation to the dean; (5) attendance is entirely voluntary.

The first method is that of the preparatory school, the second and third those of the small college, the fourth that of the large college, and the last that of the graduate school. Nevertheless an examination of the history of a single institution such as Harvard College reveals a progressive change from the first method toward the last which has taken place coincidently with an advance in the view-point from which both faculty and students regard each other, and marks a movement away from administrative oversight toward student responsibility. Self-government has conquered one department of college life after another, and it remains only for the adoption of voluntary attendance at classes to make the conquest complete.

So far as Haverford College is concerned, I do not believe that the process of evolution has brought us to

the final stage of development which would make purely voluntary attendance successful; and I think any one who had listened for five years to the most plausible, ingenious, and varied excuses which can be invented, would agree with that conclusion. The "Cut System" now in force is briefly the third method mentioned above. Seniors and Juniors are allowed ten cuts per quarter; Sophomores and Freshmen eight. Furthermore these must be so distributed that not more than three are taken in a course meeting three times a week, a similar proportion holding for other courses. An "over-cut" is defined as a cut taken in excess either of the total number allowed, or of the number allowed in a single course. Stress is laid upon the fact that necessary absences of short duration must be included in the regular allowance, and students are urged to save their cuts for such occasions. Appropriate penalties are provided in cases where over-cuts are taken. In order to determine whether the present system might be regarded as working satisfactorily, and also to discover the factors which give rise to the over-cutting which exists, I have examined the statistics covering the last five years, during which time I have been Dean.

The factors which might be supposed to affect the amount of over-cutting are as follows: (1) the cut system adopted, (2) the spirit throughout the college as influenced by a strong or a weak Senior class, (3) the individuality and experience of the Dean, (4) the development and growth of maturity in a class during its college course, (5) the individuality of a class, (6) the seasonal changes with resulting presence or absence of certain forms of athletic activity. The first three factors would probably

affect the total number of over-cuts taken by the whole college; the next two would cause variations in the number taken by any one class during its four years course; and the last would produce differences in the over-cuts taken in the four quarters of a single year. I hope the tables presented, showing the variation of the number of over-cuts actually taken, may make clear the influence of the above six factors.

Let us consider Table I, which shows the total number of over-cuts taken by the entire college during each of the last five years.

TABLE I.

Year.....	1909-10	1910-11	1911-12	1912-13	1913-14
No. of over-cuts..	686	135	322	357	103
Total number of over-cuts in entire college per year.					

The numbers are obtained by adding together the numbers of over-cuts existing at the end of each quarter. That for the present uncompleted year has been estimated by assuming a probable number for the fourth quarter, and adding this to the results of the first three quarters. It is easy to see that in 1909-10 the college indulged in an extraordinary number of over-cuts, while in 1910-11 the number was unusually small. The maximum in 1909-10 may be explained, I think, by the joint action of three of the above-mentioned factors, the inexperience of the Dean, the lack of restraining influence of the Senior class, and the ineffectiveness of certain provisions of the cut system then in force. The fact that President Sharpless was absent from college during the second half of this year is an additional circumstance which would undoubtedly tend to produce general laxity and therefore

an increase in over-cutting. In 1910-11 the Dean had become a little more experienced, a stronger Senior class had developed a better college spirit, certain changes had been made in the cut system, and President Sharpless was at the helm throughout the year. As these circumstances all tend toward a reduction in over-cutting, we find a corresponding minimum. Considering the results of the last three years, it seems likely that the most important element in reducing the number of over-cuts to that found in 1910-11 was the change in the cut system.

Five years ago Seniors were allowed ten cuts, Juniors eight, Sophomores six, and Freshmen four, per quarter. All *necessary* absences, such as illnesses from typhoid fever and broken bones to headaches and stomach aches, dentist's and oculist's appointments, church holidays, etc., were excused, so that a student's cut allowance was used almost entirely for pleasure, or in the case of unprepared lessons. This attitude led to requests such as the following, which was made by two upper-classmen with regard to a Freshman:

"You know Mr. S—— is a very valuable man on the soccer team, and he has been seriously ill in a New York hospital for some time. We hear that his disease has affected his nerves very badly, and that he is continually asking to see some of his college friends. So we thought we would run over to New York to-morrow and see him, in the hope that he might recover more quickly; and we should like to have our cuts excused."

Under the present system that trip to New York might not have appeared as "necessary" as it did at that time.

Under the old system, too, the members of the faculty were required to make a report of absences weekly instead

of daily, which made it impossible for the Dean to be informed of over-cuts until ten days after they might have been taken, thus making it easy for a student to run up a long list before it was noticed.

The increase in the number of over-cuts during the years 1911-13 is probably partly normal, and partly due to a defect which developed in the new cut system. A record is kept in the college office of the absences reported daily by the professors, and the record was then open to inspection by the students at their pleasure. There resulted a sort of gambling between students and faculty. The former would take cuts on one day and then rush to the "cut book" the next to see whether they had actually been reported or not. Whatever else the Haverford faculty is, it is emphatically human, and some of its members are more so than others, so that frequently absences were forgotten or for other reasons not reported. This meant that just so many more cuts might be taken with impunity; and the excitement of the game increased until some unfortunate chance resulted in the unexpected reporting of an absence by an ordinarily forgetful professor, and the consequent descent of the penalty upon the head of the victim together with the derision of his friends. A most exhilarating game!

This year it was decided to make the "cut book" private instead of public, and at the same time to encourage each student to keep an accurate written record of his own cuts, so that errors could be readily corrected. As a change toward greater student responsibility this was, I believe, a move in the right direction. A glance at Table I shows that the estimated number of over-cuts for the present year marks a low record for the



college. It is not claimed that this result is due entirely to making the "cut book" private property, but merely that it has been a potent factor which, combined with an excellent college spirit, has made over-cutting less than ever before. When it is considered that a single over-cut reduces the quarterly grade of the subject in which it is taken by three per cent, it is easily seen that marks throughout the college have suffered less than usual from this cause.

Table II shows the variations in over-cutting indulged in by three different classes during each one of their four college years. The old cut system was in force during the entire time the class of 1910 was in college, during the first two years for the class of 1912, and the class of 1914 has known no cut system but the new one.

TABLE II.

	Freshman.	Sophomore.	Junior.	Senior.
1910.....	120	249	80	68
1912.....	114	274	38	36
1914.....	42	84	27	7

Over-cuts taken by classes during each of four years.

All three rows of figures show clearly a state of affairs which we have long known to exist at Haverford, namely, that an increase in responsibility and maturity out of all proportion with what might be expected takes place between Sophomore and Junior year. Upon emancipation from the subjection of Freshman year we may apparently expect to see the normal Sophomore class exuberant in its freedom from responsibility, and indulgent in the matter of over-cuts. The progressive diminution of over-cuts in the Junior and Senior years as shown



by a comparison of the figures in the last two columns indicates, I think, the effect of the changes in the cut system already mentioned while the small numbers for the class of 1914 illustrates well what I have called the effect of the "individuality of the class," for in this instance, although exhibiting clearly the main ups and downs of the other classes, the actual number of over-cuts represented is very much smaller.

Upon examination of the data showing the variation of over-cuts in any one year from one quarter to another, no definite conclusion can be reached, since the number of years covered by this investigation is so few and the variations in the data so great that no marked tendencies are apparent. Another point of view, however, suggests itself from which light may be thrown on this point. Table III shows the average variations for the last five years in the number of *men* in the whole college taking over-cuts per quarter, instead of the number of over-cuts taken by these men.

TABLE III.

Quarter.....	1st	2d	3d	4th
No. of men.....	12.8	20.6	23.4	28.6

Average number of men in entire college over-cutting per quarter.

This table shows an almost steady increase from an average of thirteen men in the first quarter to an average of twenty-nine in the fourth quarter. Although cricket, track, "spring fever," the coming of the close of the term, the approach of summer and the consequent remoteness of the next succeeding quarter, all may have an

influence in producing this result, I am not satisfied that the influence is great enough to account for the observed increase; and the obvious inference that the over-cutting indulged in by the men at the beginning of the year is "catching" must lead to a search for some new method of improving this situation.

It may appear that in this discussion I have used the ideas of cutting and over-cutting indiscriminately, assuming that any circumstances which might tend to make a student cut his classes at all would tend to make him over-cut his allowance. Strange to say this is apparently exactly the case, and it has been brought out very strikingly as well as unexpectedly from a study of the above statistics. What psychological law may be cited to account for such a situation I can not tell, but that the situation is a real one I have no reasonable doubt.

In conclusion, then, I think it has been shown that from the statistics of the last five years it is not difficult to trace the influence upon over-cutting of the original six factors suggested, namely, the cut system, the spirit throughout the college, the dean, the four years course, the class, and the four quarters. Whenever several of these combine to throw their effect in one direction or another we may look for a maximum or a minimum in the number of over-cuts. Furthermore I believe we must conclude that the new cut system as modified this year is better adapted to our needs, and more satisfactory in its operation than any system that has ever been tried before at Haverford College.

FREDERIC PALMER, JR.,

*Dean.*

## STUART WOOD.

1853-1914.

Two of Haverford's greatest assets have been the tradition of classical scholarship and the connection with Harvard. Stuart Wood enjoyed to the full the advantages of both. He entered the Class of 1870, well grounded in the classics in a French school, and as a result met all college requirements with ease, and profited wholly by the stiff, unbending, monkish prescribed course of studies then in vogue.

After graduation he went to Harvard, and was the first Haverford man to receive the Ph.D. degree, which he won after some years of study in Political Economy.

The following forty years of his life bore the fruits of this early training. The son of a great Philadelphia merchant, Stuart Wood himself developed many of the qualities of a great merchant, extending his business activities in many directions, with the success that attends patient foresight and acumen.

He was alive to the best political movements, especially those relating to Philadelphia, and as an old acquaintance says "he was always on the right side." He had been for many years treasurer of the American Academy of Political and Social Science, and as such lent a quiet and efficient assistance to that great institution.

His alert, just and clear-sighted mind was always ready to notice what was fit, perfect and telling, no matter how insignificant. A grove of trees rightly placed on a hillside, a house well set on a south slope, a road, a stream, winding in and out of sight, he would point out with keen enjoyment. A walk, a ride with him was a pleasure, and

although a true citizen of a great city, the quiet expanses of the country touched his heart with a home sense.

Some twenty-five years ago, Stuart Wood wrote a paper on "The Theory of Wages,"\* a brief, keen, searching analysis of a subject to which he had given many years of study. The concluding paragraph admirably illustrates the habit of mind in which he had been trained.

"In this paper I have assumed a state of perfect competition, and absolute mobility of labor and capital; I have neglected the influence of rent, and have disregarded the coexistence of different qualities of labor, and have overlooked the important function of the undertaker or *entrepreneur*. If, by selecting for discussion a single problem, I have attempted to eliminate all disturbing causes, it is not that I suppose that such disturbing causes are ever absent in real life, or that economic causes ever act *in vacuo*. I do, however, believe that there is an advantage in tracing separately the effects of different causes, and of distinguishing in thought at least, the tendencies which in life are inextricably mingled."

R. T. CADBURY, '72.

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## UNDERGRADUATE REVIEW.

President Sharpless, in a recent Monday morning collection, took exception to the position of the *Triangle* and *Beta Rho Sigma* Societies. He said in part: "They are not living up to their promise to bring their alumni back to college; they are making themselves too prominent in the choice of new members, thus creating

The Future  
of our  
Societies

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\*Publications of American Economic Association, IV, 1889, pp. 5-35.

underclass 'retainers;' and they are forming cliques and attempting to influence college politics. If they continue in their present way they must cease to exist."

It is evident that the studied policy of the societies to hold themselves in the background has created more of a misconception of their purpose than an active, publicity-seeking attitude would have done. Because they are outwardly passive and silent they are interpreted as phlegmatic, secret, and insidious. The reason is obvious: they face the problem of reconciling active service for the college with self-effacement. It is evident that in a society of six members effectiveness must be in direct proportion to unity. Is it just, then, to speak of such groups of friends as cliques?

In answer to the first of the three charges preferred, the attendance at the Beta Rho monthly meetings has been on the increase for the past two years, while the attendance at the Triangle meetings has held its own with that of last year, but has fallen slightly below the average set in 1910-11. An average of about twenty-five alumni of these societies have returned to college once a month throughout the year just ended. The majority of these men would rarely, if ever, get back to college were it not for their society affiliations.

It is more difficult to show that the societies are making no effort to "run" college politics. In general, men of both societies hold college and class offices, though it would be easy to cite instances of men in the societies who hold *only* positions resulting from their undergraduate activity, and not in any way dependent upon the vote of a class or the college. Moreover, in the election spread out over the longest period of time



and consequently the most open to campaigning,—namely, that for Spoon Man,—until this year no man of either society has received the spoon since, and at no time in recent years has either society held meetings to adopt a concerted cause of action on any question of college policy.

In answer to the third point, the degree to which underclassmen are stirred by society “rushing” activities may be shown by the fact that there are at this time both underclassmen and upperclassmen who are only vaguely aware that the societies exist and who are totally ignorant of the men composing them. There has been no more formal “rushing” this year than in previous years. It is possible that society men have been more active in seeking out underclassmen *as friends* than formerly, but interest of this kind is hardly to be blamed. In the future it may be advisable for the societies to agree upon a less assertive way of getting to know their new members, but as surely as there is a sacrifice in unity there will come a corresponding shortage in service.

In many cases, criticism of the societies arises from misunderstandings of the attitude of the societies. Towards the class, it is said that the attitude of the societies creates factions; towards the college that their attitude tries to shape policies.

It is ridiculous to believe that four or six men in a class can make a faction. The societies have never believed that they are better than the rest of the college. They are too small even to be representative of the college. They constantly regret that their size-limitation prevents their taking in men worthier than themselves. Selection of members *must* come down to the basis of



friendship and congeniality. Factions cannot be created by the few; they must be created by the many who misinterpret the attitude of the few as one of "social superiority."

As evidence of the fact that undergraduate interests are not the life of the societies, the activity of the societies

What the  
Societies are  
Doing

has been concerned with alumni and school-boys. Over sixty Beta Rho men came back to college this spring to celebrate their twentieth anniversary. The Triangle So-

cietty not only offers ice cream and cigars as an inducement to her alumni, but also publishes a quarterly bulletin of college news to keep alive alumni interest. Beta Rho men have entertained school-boys at the college throughout the winter. The Triangle Society conducted a propaganda among Philadelphia schools which resulted in invitations being sent to forty school-boys to attend college functions as guests of the society. It also sent return postals to its alumni containing questions pertinent to Haverford's future. President Sharpless commented favorably on the results obtained at the New York banquet. The societies are anxious to have their attention called to work profitable to the college. The *Alumni Bulletin* invites discussion of the matter.

Announcement has been made of the organization of a new undergraduate society, the *Owl and Gridiron*,

New Society:  
Owl and  
Gridiron

which shall share honors with the *Phi Beta Kappa*, yet be easier of attainment for the average student combining the qualities of leadership and scholarship. Among the

founders of this society are: R. M. Jones, '85, R. M. Gummere, '02, N. F. Hall, '13, J. M. Beatty, '13, J.

Tatnall, '13, and J. K. Garrigues, '14. Members are to be elected at the close of Junior year, election to be automatic and including all Juniors who have attained an average of 83 or over for the Sophomore and Junior years, who have been elected to lead one major college activity for the ensuing year, and who are connected with one other activity. This is to encourage students to devote their time to fewer activities, attain proficiency in those undertaken, and keep up their grades. Aside from serving as a goal for undergraduate ambition, the purpose of this society is to form another link between the alumnus and the college. Initial membership is to embrace the classes '11, '12, '13, '14 and '15.

The advantages of a society of this kind are so obvious that the announcement of its organization was welcomed. There is one consideration, however, which it would be well not to overlook. If the society attempts, as it professes, to interest the busy alumnus, it must hold frequent meetings, and such meetings, presumably directed by the Senior class members, may become so influential as to justify the body of undergraduates in applying to these new "lords of creation" the despised epithet "cliquey." Such a society should be primarily for the alumnus, and should never become an undergraduate power.

Haverford finished a good fourth in the Intercollegiate Soccer League, with Harvard first, Penn second, and

	Yale third. Scores of games played: Co-
Soccer	lumbia, 3-1; Yale, 2-3; Cornell, 2-0;
Season	Penn, 1-1; Princeton, 3-1; Harvard, 1-2.
Changed	

D. B. Van Hollen, '15, is captain-elect for next year. At a meeting of the Intercollegiate Soccer Association the season was moved forward from spring

to fall. The reasons for this change were the bad weather encountered during the present season, and the fact that many of the colleges hoped to stimulate interest in the game by playing it in the true football season. Five men, Capt. Elkinton, E. Stokes, Bentley, A. Elkinton, and Green, will be lost by graduation. Shipley, '16, at goal, will be needed on the football team.

The following were awarded "H's": Capt. Elkinton, '14, E. Stokes, '14, J. Stokes, '16, F. Cary, '16 and Shipley, '16. Elkinton and E. Stokes made the All-American team.

*Schedule.*

- November 19. Princeton at Haverford.
- November 28. Cornell at Haverford.
- December 2. Columbia at New York.
- December 5. Harvard at Cambridge.
- December 12. Penn, away.
- December 19. Yale at Haverford.

Captain Waples climaxed his career as gymnast in distinguished fashion at the Intercollegiate Meet at New Haven by winning third place in the all-around championship, first place in the Gymnasium parallels, and third place in the rings. This achievement placed Haverford fifth in the meet. The team will lose by graduation Waples, Lathem, and J. Garrigues, but in spite of this prospects for next year are comfortably bright. K. P. A. Taylor, captain-elect, has Sharpless, Faries, Votaw, Bowman and A. Garrigues as the nucleus of the team. With soccer shifted to the fall, gym should get added impetus. Four meets and the Triangular Exhibition will probably be held.

The track team, with a small but capable squad, has been showing its heels to its rivals. Capt. Jones developed a fund of speed during the winter which has won him first in the sprints and high hurdles against N. Y. U. and Lehigh. He has been ably supported by Bray, Hunter, Hallett, Price, Bowerman, Shaffer, Murray, Shipley, Clement, Martwick, Knowlton, and E. Brown. The relay team finished fourth in the Penn Relays, while Hallett, '15, tied for second place in the high jump. N. Y. U. was defeated 70-34, while Lehigh triumphed, 67-45. Swarthmore was defeated by Haverford, 54-50.

At the annual meet of the Middle States Intercollegiate Association at F. and M. University, Haverford's team of six men hung up 17½ points, placing us fourth among thirteen colleges. Capt. Jones got fourth place in the 100 yds., second in the 220; Price, '17, got second in the mile; Hunter, '16, third in the pole vault; Bray, '16, first in the quarter, and Hallett, '15, first in the high jump. The last two broke records for the meet.

"Well anyhow," remarked a cricket aspirant as his bails flew to the four winds, "that twenty-two ought to get me as far as New York." This expresses with nicety the interest awakened by the English trip. To be sure, the third team is recruited as ever from the ranks, but the game seems to hold its head against the ominous prophecy of the non-believers who chant with long faces, "Well, this is surely the *last* English trip!"

The team of last year is practically intact. But one Freshman, W. Crosman, has shown first eleven calibre. Baseball has claimed the interest of the two lower classes.

Gaining steadily in popularity, tennis promises soon to become one of our most important sports. Capt.

**Tennis** Allen, '16, has J. Carey, '16, Murray, '17, and Weller, '17 with Hallett, '15, and Johnson, '16, as alternates. This combination defeated Hopkins 4-2, lost to Penn by the same score, and tied Lehigh, 3-3. The second team defeated Penn second handily. If present indications are borne out in the future, Haverford should one day be a tennis power in Intercollegiate circles. There is a crying need for two more courts.

The average attendance at Y. M. C. A. meetings during the past year has been 46; while there were 133 undergraduate members and 43 non-members. These figures indicate that interest is on the rise. Bible study classes have been better attended than in past years, while the Mission Study Club reports an 85 per cent increase in membership. Preston families have, however, lessened their support, and the meetings at Coopertown were given up entirely. L. P. Crosman, '15, active in Y. M. C. A. work for three years, has been elected president for next year.

Gilbert's comedy, "Engaged," was presented in faultless style on Junior night by a cast comprising Lippman, '14, Clarke, '14, Leland, '15, Allen, '16, Love, '16, L. Vandam, '17, C. Vandam, '17, Laverty, '17, Murray, '17, and Howland, '17. With so many Freshmen in active service, the success of dramatic revivals seems assured for the future. Roberts Hall now presents an

**Cap and Bells  
Innovations**



imposing green velour curtain as an improved background for public occasions. Important to note is the saving effected by the Junior class in decorations and the additional income thus afforded the *Cap and Bells*.

Dr. R. M. Gummere's proposal made at the Alumni Banquet to endow a fund for the support of an undergraduate newspaper representative has as yet not been put into effect, but the business has been divided among the staff of the *Haverford News* with fairly satisfactory results. More material has been submitted to Philadelphia newspapers for publication, but the results per column have not been in proportion to the increase of effort. D. B. Van Hollen, editor of the *News*, believes that the best results may be attained by making it worth while for a single undergraduate to devote his time to collecting the news, establishing himself with the city newspapers, and seeing to it that such news receives fair consideration.

The thirteenth annual session of the Haverford Summer School begins June 20th, and ends June 29th.

Following are some of the lecturers: Dr. Hugh Hartshorne, Prof. Rauschenbusch, Dr. Hugh Black, Prof. Eleanor D. Wood of Wellesley, Prof. Arthur Holmes of Penn State, President Mackenzie of the Hartford Theological Seminary, and Dr. Rufus Jones. There will be three morning and one evening lecture every day of the term. The college has accommodations in Lloyd and Barclay Halls for one hundred students. Dr. Cadbury expects from two hundred and fifty to three hundred people to attend the lectures at the week-ends. In past years



fully half of the men attending have been Haverford alumni, so that the Summer School has become a potent factor in promoting organization and discussion among Haverford men.

K. P. A. TAYLOR, '15.

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### A NEW HONORARY SOCIETY.

With the increase in activities at Haverford in the last few years there has arisen the problem of the man who, swamped by a mass of class and college duties, is satisfied with a C average. He has very little desire to belong to the  $\Phi \beta \kappa$ , or, if he has any ambition to join the "highbrows" he is unwilling to sacrifice his activities—because, once having taken the plunge into the region of first teams, he will be called a "quitter," if he leaves any of them. If he is capable, one duty after another is thrust upon him and he is unable to do any one thing as well as a less capable man with fewer duties. On the other hand, if a man gets 95 per cent for his four years and does not lead in any activities, his  $\Phi \beta \kappa$  key may turn out to be his only asset. The problem is how to bring the all-around man with a C up to a B, and to induce the A+ man to become something more than a grind even if he has to reduce his mark to a straight A. Is this to be done by faculty legislation limiting activities, or by the students themselves?

Haverford has the reputation of producing men who are leaders both in scholarship and in broad interests. If we have this reputation, it is worth keeping up. The

highest honor in scholarship a man can win at Haverford is election to the  $\Phi B K$  society—and if a man wants to be a member, all he has to do is to get an average of 87.5 for Junior and Senior years, a task not always easy to accomplish, but certainly within the reach of every man who makes up his mind to attain it. The  $\Phi B K$  is the most potent means of raising the purely scholastic standard of Haverford. The highest honor, however, that any man could have in college, we believe, would be election to a society which would recognize that he is both a scholar and a man—a leader of men, a man who does thoroughly whatever he does, and does not try to be a dilettante—in every activity in college. Such an honorary society is the Owl and Gridiron, founded April 24, 1914, at Haverford with full approval of President Sharpless.

The purposes of the club are as follows:

I. It shall be an honorary society for leaders in scholarship and in college activities.

II. It shall be an incentive to undergraduates to do a few things well rather than many things in a mediocre manner.

III. It shall form an additional link between alumni and undergraduate and promote good fellowship among them.

IV. The undergraduate members shall form a permanent reception committee for visiting alumni.

*Election* to the club shall be entirely automatic.

I. At the end of Junior year those members of the Junior class shall be elected who have an average of 83 per cent for Sophomore and Junior years, and in addition have shown qualities of leadership by holding one

office in Group I (see below) and engaging in two activities in Group II.

GROUP I.		GROUP II.	
Captain or Manager	{ Football	Members of First Teams	{ Football
	{ Track		{ Track
	{ Cricket		{ Cricket
	{ Soccer		{ Soccer
	{ Gymnasium		{ Gymnasium
	{ Tennis		{ Tennis
Editor-in-Chief or Manager	{ <i>Haverfordian</i>	Haverfordian Board	
	{ <i>Haverford News</i>	Haverford News Board	
President of Student Council		Sophomore and Junior Reading Prize Winner	
President of Y. M. C. A.		Members of Student Council	
Editor-in-Chief or Manager	{ Class Record	Y. M. C. A. Cabinet	
		Member Cap and Bells Club	

II. The spoon-man of every class shall be elected at Commencement if his average for Junior and Senior years is 80 per cent or above.

III. A graduate of another college who takes the Senior year at Haverford shall be elected at Commencement if he has an average for the year of 80 per cent and has engaged in one of the activities in Group II.

IV. In order to adjust the membership, the eligible men of the classes 1912, 1913, and 1914 shall be elected on Commencement Day 1914, upon the basis of their work and activities in Senior year. Members of 1915 shall be chosen on the same date upon the basis of their

Junior year. Members of 1916 shall be elected at Commencement 1915 on the basis of their Junior year. Members of 1917 and succeeding classes shall be elected at the end of their Junior year upon the regular basis of Sophomore and Junior years as provided in Article II.

V. The Secretary of every class preceding 1912 is requested to choose before December 1, 1914, *one* from the eligible men in his class as a representative in the club, to be present at the December meeting.

VI. Faculty members who are Haverford alumni shall become members of this society at the end of their second year of office; all members of the faculty of five years standing shall be honorary members of the society.

*Officers.*—There shall be a President, a Secretary, and a Treasurer of the association to be elected annually at the June meeting. They may be re-elected, but the President shall not serve more than three years. There shall be an Executive Committee of Five, elected for five years.

*Meetings.*—There shall be four stated meetings of the society every year:

I. At College—the first Friday after the opening in September.

II. In Philadelphia (or elsewhere)—an informal dinner the first Saturday after Christmas.

III. At College—dinner and meeting the first Friday evening in April.

IV. At College—business meeting for election of officers and new members, Commencement morning at 9.30, in the Union.

*Dues.*—The dues of the society shall be:

I. An initiation fee of one dollar payable to the Treasurer before October first in the year of election.

II. An annual fee of fifty cents payable before January first of every year.

III. Life memberships, twenty-five dollars.

*Insignia*.—The insignia shall be decided upon at the June meeting, 1914.

In order that the society shall succeed, it asks for the enthusiastic support and co-operation of every alumnus and undergraduate. The numbers will not be large at first; we shall probably not have many good men who could easily have come up to the requirements had such a society existed in former years. There are no limits to the number from a class; there is no favoritism. Every man who meets the requirements will be elected, and when he is elected his main interest will be not merely in a small association, but in the whole Haverford life, undergraduate and alumni alike. The society aims to increase the efficiency of all Haverfordians, and through them, the efficiency of Haverford.

J. M. BEATTY, JR., '13.

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## A REORGANIZED ATHLETIC POLICY OF HAVERFORD.

The governing motive in the system arranged for the physical, hygienic, and medical welfare of the Haverford student rests upon one fundamental policy,—physical health. To this end certain regulations have been for a long time enforced,—such regulations producing a course of physical training required for the two lower classes which would hold a tenable position in relation

to their work in the curriculum and general supervision of the athletic teams and infirmary, managed in co-operation with the family physician to maintain the best medical oversight.

The following plan is in the mind of the Director to further develop and work out this policy. In explanation thereof, it might be said that the winter athletic teams, soccer, gymnasium, football squad and preparatory track, should be brought into some harmony with these arrangements, owing to the growing importance of the physical welfare. Furthermore, universal athletics should be stimulated for the upper two classes and a general supervision of their athletic welfare should be obtained as far as possible. It is our desire at Haverford to graduate a boy in the best possible physical shape, able to cope with mental and physical emergencies in his after career. It is not our desire to produce an acrobatic gymnast except in natural course of events and over-develop in any form of athletics, nor to make the team achievement the prime motive in physical education. The Director proposes for discussion this plan.

First,—upon student's entrance to obtain a careful record pertaining to that student's previous athletic career and his present physical condition; know his defects in every possible phase, advise and then keep in touch with him as to the best natural development. This should include any information of value from his family and the family physician and any pertinent advice from the proper heads in his school life. This interview, a medico-social one, should be repeated during each year until graduation, and as Junior and Senior he should be



given every incentive to continue a normal recreative physical practice.

Second,—regular Sophomores and Freshmen should receive definite prescribed gymnastic drill for three hours each week in the middle half year of Freshman and Sophomore years. This should be supplemented by proper lecture explanations, direction in collateral reading, and be terminated by examination in the Freshman year upon anatomy and the Sophomore year upon physiology and hygiene of the physical course. This also supplemented by a physical examination at each half year to determine degree of physical standing in co-ordination, physical proficiency, strength and endurance, also body control.

Third,—all students physically proficient desiring membership upon the soccer, gymnasium, track and football squads, whose work maintains at least three regular periods per week, may substitute this for the required gymnasium work upon the passing of a proficiency qualification test. This test should include several general physical exercises, a certain ability in strength, jumping, fence vaulting, push-up and dip of the parallels, rope climbing, gymnastic exercise, putting the weight, swimming in the pool. The details of this test remain somewhat to be worked out, but should measure the student's general athletic ability, things for which the routine physical education work prepares, and the attainment of this standard may possibly depend in a measure upon the optional opinion of the Medical Directors in conference with the coach. This proficiency test shall be arranged at sufficiently frequent intervals to enable the student to qualify at any time during his Freshman

and Sophomore course. Upon this proficiency test he should be given a quarterly rating of 80 in his gymnasium work, which may be raised by special reported efficiency in the squad work of his choice, and he will be required to take the final examinations with his class.

The point of the above arrangement is this. We assume that for proper physical ability a man should have a certain average physical efficiency,—that for which the gymnastic work is intended. If he passes this standard of efficiency, it would be of probably greater benefit to him to take his regular work with one of the team squads, and the arrangement quoted enables a fair estimate of his work for curriculum grading. In the regular required class work progress, improvement and precision in work rather than acrobatic ability will be accepted as standard of quarterly rating.

We desire at Haverford to make all departments co-ordinate for the best standing of the college and the best individual results. Gymnasium should not be a required work for routine, but a required work for obtaining efficiency, and the Director hopes this will meet the general approval.

JAMES A. BABBITT,  
*Physical Director.*

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## REPORTS OF VISITING COMMITTEES.

This is the second year which has included regular visits at monthly intervals on the part of the Executive Committee of Alumni. It seems in order to publish two

opinions about the college, given to the manager of the committee by two of its members.

W. N. L. West, '92, writes that he sees nothing which needs change, and is most optimistic.

W. W. Justice, Jr., 1900, writes as follows:

*Managing Editor of "Quarterly."*

DEAR SIR:—I have your note of the 20th in which you ask for my impression of the college and its needs based on recent visits as a member of the Alumni Visiting Committee.

I do not think that the college per se has any needs. I believe it has already *had* too many wishes gratified.

I might make some suggestions as to the *men* now in the college and *their* needs. Perhaps Rufus Jones in his mid-winter dinner speech this year touched this point properly when in very well chosen words, which I unfortunately have not at hand, he spoke of the requirement for more courtesy, and (in the best meaning of the word) better manners, among the men in college.

Recently one of the members of the class of '89 asked me *what* I thought Haverfordians needed, and my reply was, "more worldliness," by which I understand, more refinement which comes by mixing with right people, and getting a stimulus from big men and noble women.

I would like to see, further, more *thought* among the undergraduates, more sense of *opinion* on not only undergraduates' topics, but current cosmopolitan topics. I think it would be well to encourage more thought among the undergraduates as to "what they are going to do next." My impression is that a large percentage of undergraduates have not decided, even by Senior year, what they are going to do in the world.

Dr. Luther H. Gulick was my guest recently, coming over from New York to speak at a meeting of the National Sales Managers Association, and he made the remark that he thought the boys of his time (at Oberlin College) had thought out pretty definitely while in college where they were trying to go, and what they were trying to accomplish in the way of living their life.

It seems to me that an undergraduate would do well to have a fair selection made by the time he reaches the end of his Senior year, both as to his vocation and his avocation.

Very truly yours,

WILLIAM WARNER JUSTICE, JR.

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### REGIONAL ALUMNI ORGANIZATIONS.

All regional secretaries are requested to supply the Managing Editor of the *Quarterly* with any information which will be of interest to the alumni.

*Baltimore.*—On Saturday, March 4th, an enthusiastic meeting of Baltimore alumni took place. Owing to the illness of President Sharpless, Dean Palmer addressed the gathering, on college topics. The dinner was held at the Emerson Hotel. C. D. Morley, '10, a Rhodes scholar of Oxford, also made a speech.

*New York.*—On Tuesday, April 28th, the New York Alumni Association met for dinner. Fifty alumni were present—one of the best attendances on record. President Sharpless was the guest of honor and several other speakers addressed the club, including a visitor from Swarthmore. Regular monthly luncheons take place at the Machinery Club, Hudson Terminal Building, and interest is high. Haverfordians are talking of a New York scholarship, to be raised by Gotham alumni and intended for any resident of New York State.

*New England.*—The Society dined on Saturday, March 7th, at the Copley Plaza Hotel, Boston. Thirty-five men were present. Speeches were made by Colonel N. P. Hallowell, '57, Henry Baily, '78, President Sharpless,

Dr. E. W. Brown, Dr. S. K. Gifford, '76 and C. Wadsworth, 3d, '11. One of the features was Dr. Brown's suggestion, made two years ago at the Philadelphia Alumni Dinner, that the best students should be picked out of the various classes and given separate attention.

We note with deep regret the death of Colonel Hallowell, the former president of the New England Alumni. He was a beloved and commanding figure in Massachusetts, Boston, and Harvard affairs. Colonel Hallowell attended Haverford for two years before entering Harvard. He was a member of an old Philadelphia Quaker family, and stood for all that was best.

The Harvard *Alumni Bulletin* of April 15th, gives an excellent account of his activities, as an army officer, a wool-broker, railroad director and bank president. He will be a great loss to Harvard, and to the Haverford New England Alumni,—an organization which he has done so much to establish and make a success.

The Secretary of this branch of Haverford alumni is E. H. Spencer, '11, Shawmut Bank Building, Boston, Mass. We all owe Spencer and others a great debt of appreciation; for the *Boston Transcript* has, largely through his efforts, begun to print Haverford news in its weekly college section. Now, gentlemen all! This is being done with the *Evening Post* in New York; may the time not come when Baltimore, Pittsburgh and other cities will do the same? Let us bring this result about. Bostonians are also starting a bi-weekly Haverford Lunch Club, like that in New York. In short, they are progressive and set some of the rest of us a good example.

Those present at the banquet were:

President Isaac Sharpless	M. H. March, '07
Dr. E. W. Brown	E. L. Phillips, '09
Col. N. P. Hallowell, '51	E. S. Cadbury, '10
Benjamin Tucker, '52	L. R. Jones, '11
Prof. S. K. Gifford, '76	E. H. Spencer, '11
Reuben Colton, '76	C. Wadsworth, 3d, '11
Henry Bailey, '78	J. M. Beatty, Jr., '13
Rev. W. G. Read, '89	N. F. Hall, '13
C. H. Thurber, '90	N. H. Taylor, '13
C. T. Cottrell, '90	W. S. Crowder, '13
W. R. Chamberlain, 1900	G. Montgomery, '13
F. M. Eshleman, 1900	J. B. Ludlam, '13
W. S. Hinchman, 1900	Phillip Gifford, '13
Prof. H. S. Langfeld, '01	G. W. Heym, ex-'14
C. N. Sheldon, '04	J. S. Van Sickle, '13
Paul Jones, '05	G. B. Sheldon, '17

The other guests present were:

Charles H. Jones  
Robert Hallowell  
M. Leighton

## ALUMNI BOOK REVIEWS.

'73

\* (Quoted from the New York *Evening Post*.)

An excellent book on Milton by a non-professional student of the poet:

*Studies in Milton and an Essay on Poetry.* By Alden Sampson. New York: Moffat, Yard & Co. \$2 net.

The appearance of this book seems to us of happy augury. Too much of our serious writing about great



books and authors comes from the men who teach them professionally, and too little from men who may be styled, in the best sense of the term, cultivated amateurs, life-long students, and lovers of the best literature, qualified through their love and study to write about it worthily. As a result, the pedant and the dry-as-dust often elbow the critic out of the very heart of his kingdom, which we take to be the lives and works of the supreme masters. In further consequence, the public reads too many books and essays about second-rate men and works furnished by critics unwilling or unable to master the erudition held to be requisite to any creditable treatment of the great classics; or else, worse fate, the public too often reads books and essays about the masterpieces of literature written by men who are neither true scholars nor well-qualified critics.

Mr. Sampson, in our judgment, has safely made his way between the sand hills of aridity and the bogs of fatuity. He knows his Milton thoroughly, but he loves him even more thoroughly. He writes with the public in view, yet he never descends, either in style or in substance, to a presentation of his great theme that suggests thinness or smartness. On the contrary, fulness of reading and depth of loving meditation are evident on almost every page. The book is divided into three sections. The first—almost a monograph—entitled “From Lycidas to Paradise Lost,” is devoted to a study of the sonnets, but it is so discursive and inclusive in its methods of treatment that it brings out much of the charm of the youthful poet of “Comus,” much of the grandeur of the blind epic “bard,” and not a little of the strenuous nobility of the Milton of the prose period, the assertor

of liberty, who lost his sight in his defence of his country and his ideals. This discursiveness and inclusiveness enable Mr. Sampson to give his readers copious quotations from Milton and apt citations from other writers, as well as good comments of his own; but it must be confessed that they serve also to impart to his essay too much of the appearance of a *tour de force*. This does not greatly matter, however, since others have given us an abundance of straightforward criticism of Milton, and since the wealth of apposite quotations would of itself suffice to make the essay both readable and valuable.

The second essay, "Milton's Confession of Faith," is also something of a *tour de force* through a protracted parallel drawn between Milton and George Fox; but again Mr. Sampson's ingenuity produces results that are happy as well as useful. In the concluding essay, "Certain Aspects of the Poetic Genius," Plato shares with Milton our author's allegiance, with Wordsworth and Emerson almost admitted to the inner circle. The mere naming of these four writers shows that the "aspects" of the divine art that occupy Mr. Sampson's attention are those that may be described as high rather than broad; but this means only that his essay, though scarcely catholic or meant to be such, is permeated by a fine idealism. In reading it we were reminded of the well-known story—we may twist it a bit—of Wordsworth walking ahead with Hogg, Lamb and some one else bringing up the rear. Lamb said to his companion, "There go the poets." Wordsworth—ever singular—turned round with, "Poets, poets, where are the poets?" Would Wordsworth walking with Emerson in heaven just in the wake of Milton and Plato make to his companion

Lamb's remark, and would Milton imitate the terrestrial Wordsworth? Mr. Sampson does not help us to an answer that is conclusive, nor does he enable us to judge how Byron would report the incident, granting—and we do not know that Mr. Sampson would grant it—that that poetic peer is in heaven and anywhere near Wordsworth.

It seems ungracious, in conclusion, to point out that a book which we have read with much interest and profit contains some lapses from accuracy that might easily have been avoided. But it may go to a second edition, and in that case perhaps its author will change a few loose statements. For example, it seems incorrect to write, as on p. 16, that in 1640 Milton recorded the hope that he "might leave something so written to after-times, as they should not willingly let it die." These famous words occur in "The Reason of Church Government Urged Against Prelaty," which is generally assigned to the early months of 1642. Again, on p. 118 Mr. Sampson's language would hardly imply what seems to be the fact, that before the reply to Salmasius was finished, Milton's physicians had warned him of a probable loss of sight. We admit that Leslie Stephen's awkward insertion of a supporting reference to the "Second Defence" in his article on Milton in the Dictionary of National Biography seems to countenance Mr. Sampson's language, but the latter's way of writing is none the less misleading, as one may see by comparing Garnett's "Milton," p. 111. Furthermore, it is surely hazardous for Mr. Sampson to charge Landor with forgetting that "peculiarities of spelling and punctuation" of the first editions of "Paradise Lost" lay "beyond the scope of the author's revision" (p. 205). Compare this with

Masson's remark, "It seems likely that Milton himself caused page after page to be read over slowly to him, and occasionally even the words to be spelt out." There are other statements of Mr. Sampson to which, it seems to us, exception may be fairly taken, but they are comparatively unimportant, and they do not at all diminish our gratitude for such a passage as the following: "When we say that 'Paradise Lost' possesses the quality of decorum, 'which is the grand masterpiece to observe,' we mean that it is nobly decorated with everything which learning, scholarship, poetic power, and sensibility could bring. It is the record of an eye and ear ever alert and eager to seize the myriad forms of beauty which others behold and do not apprehend, and it has all those traits of excellence which a deep-brained intellect and sound character could contribute under the majestic rule of law."

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'82.

Announcement is made by The John C. Winston Company of the publication of Part III of "The Haverford Library Collection of Cuneiform Tablets," by Dr. George Aaron Barton, Professor in Bryn Mawr College. This collection, consisting of four hundred tablets from the temple archives of Telloh, was presented to Haverford College by T. Wistar Brown, and this third volume containing 184 texts completes the publication. The tablets are from the reigns of Dungi, Bur-Sin II, and Gimil-Sin of the third dynasty of Ur. The language is Sumerian, the tongue of the pre-Semitic inhabitants of Babylonia. The whole class of tablets, to which the Haverford Library

Collection belongs, are of a business and administrative character. This holds good of the texts in Dr. Barton's work. While it is customary in some quarters to under-value such tablets in comparison with religious texts, which usually are of a mythological or magical character, Dr. Barton claims that the value of economic texts is quite as great, and that when the temple records and business documents from Babylonia have been published in sufficiently large numbers, and have been adequately studied, it will be possible to form a picture of the economic environment of an ancient people such as can be made of no other people of antiquity known to us, and this picture will, Dr. Barton believes, prove to be of no less value to the study of religion than to the study of political institutions.

L. H. S.

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'93.

*A Theory of Interest.* By Clarence G. Hoag, The Macmillan Co., New York, 1914.

Interest, in its economic sense, has for a long time been a redoubtable bone of contention among economic writers. Such men as Seager, Cassel, Fisher, Brown, Landry, Schumpeter, Gossen and last, and probably greatest, the much quoted Boehm-Bawerk have all contributed their theories to the literature on the subject. Not satisfied with any of these Professor Hoag has launched a new one which he backs up with sound argument. His book is the result of much thought and the diagrams he uses are ingenious and comprehensive.

He discards the generally accepted word *utility*, as applied to the pleasure which a particular individual



derives from a certain quantity of economic good, and uses instead the term *ophelimity*, coined by Pareto from the Greek *ὀφελιμος*. Whether or not this word will be adopted to any extent by economists remains to be seen, but there is no doubt that a new word is needed to replace *utility*, which no longer fulfils the requirements.

One very minor criticism which the writer must offer is the unnecessary quoting of long French passages, as on pages 43 to 46 and 195 to 198 inclusive. As the translations are given collaterally the original texts could well be left out: a fact which the author admits by inference when he prints only the translation of Boehm-Bawerk's chapter on "Differences in Want and Provisions for Want," on pages 119 to 123 inclusive.

On the whole the book is well thought out and ably written and should prove a valuable contribution to the fund of literature now available on the subject of Interest.

JOHN L. SCULL, '05.

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## LETTER TO THE "QUARTERLY"

### CLASS REUNIONS.

At its annual Christmas reunion, the Class of 1906 decided to send invitations to the six other classes which it knew while it was in college, asking them to join in a reunion dinner to be held next fall on the night before the Swarthmore football game. There is to be an alumni-undergraduate smoker on that evening—November 20th—and the plan was to hold the dinner and reunion at the college in the Founders' Hall reception room, and to adjourn afterwards in a body to the smoker. It was



felt that such a reunion of seven consecutive classes from among the young alumni would afford an unusual opportunity for jollity and good fellowship; for most of those present would find at the reunion almost exactly the same fellows who were their college acquaintances in undergraduate days.

This plan should help along the smoker and the even greater event of the day following; and should also give these younger alumni a chance to size up themselves and each other, and withal to enjoy more intimate social intercourse than is possible at the large alumni dinner held every winter at the Bellevue-Stratford. The younger alumni never organize into independent groups larger than the class groups. They are put on the committees of the Alumni Association somewhat as tail-enders, and the great work of the Association is carried on by the older members. This is as it should be; but perhaps an occasional grouping of the younger men would awaken them somewhat sooner to self-consciousness and independent initiative. Our Alumni Association might then become more and more an active, constructive organization, and less and less an assemblage of good fellows who enjoy mid-winter banquets and alumni days at the college for the jovial sociability they find there, and gratefully give thanks that they are not as other college men.

The Class of 1906 therefore sent invitations to the secretaries of the classes which they found in college when they entered as freshmen, 1903-1905, and of the classes whose arrival they witnessed during their college course, 1907-1909. Mr. and Mrs. Sanger, upon whom much of the trouble of arranging for the dinner will fall, have gladly entered into the spirit of the proposal, and

promise a good meal—which, indeed, those who have been at college recently have every reason to expect. Further arrangements for this occasion will not be made until the fall; but this announcement is made in the hope that members of the classes named will have the matter on their minds and appear at the dinner and the smoker when November twentieth comes round.

T. K. BROWN, JR., '06.



1903

The work of Robert L. Simkin has assumed such commanding proportions in West China during the last two years that we feel that most Haverfordians will be interested in reading this very brief account of his missionary life.

He is now engaged in University and Middle-School work in Chengtu, West China, living, with his wife, on the University premises outside the actual city. Chengtu is the chief city of Western China (comprising about one-fourth of China's area and population). The University thus aims to influence nearly one hundred million people—or about the population of the United States. In this whole section of China it is the one Christian Educational Institution of University grade, and it is supported by all the Christian educational work throughout that area. The University provides an object lesson of what Christian education ought to be, and it should be the means of raising up leaders of high Christian character for Church and State.

The Union University property comprises about sixty acres of ground, upon which the central buildings, labora-

tories, museums, library and other teaching accommodations are provided by the Board of Governors, while the four missions co-operating in the work build each a college, with dormitory for its students, and residences for the foreign professors whom it is supporting.

In the development of this great University, Robert Simkin is an important factor. Furthermore, his wide influence is unmistakably evidenced by the constant demands made upon him by local Government officials and others for practical help and counsel. He writes thus: "With the proclamation of the Republic there has been an unprecedented demand for instruction. What is the meaning of this new form of Government? What really is a Republic, and how is it governed? During my stay at Chungking I gave, at the Institute, one lecture on the subject, and soon after my return to Chengtu the Y. M. C. A. requested a course on the American Government. Ten lectures were given during April, May and June, the average attendance being considerably more than a hundred. In August the Provincial Board of Education invited me to lecture on the same subject, so the ten lectures condensed into six were given under its auspices to constantly increasing audiences. The interested and intelligent questioning at the close of each lecture often brought out some important point, and gave opportunity for additionally clinching some cardinal principle such as religious liberty or the influence of Christian thought on our national life. During the past year the very word 'American' has been as magic in opening the hearts of all classes, from the common workman to the old Confucian scholar, to whatever teaching one could give. It is utterly impossible for one who has not had the privilege of living through these months

of change to realize how great is the opportunity which has been presented to the Christian teacher. It has seemed as if nothing which we have ever learned has not been called for at some time or other, as, for instance, when the newly appointed Auditor of the province called upon us and asked for all the points we could give him concerning systems of bookkeeping, and how to frame an estimate for the revenues and expenditures of a province of sixty millions of people."

Simkin is of the opinion that the Society of Friends has a great message for China. He is under the direct supervision of the Friends' Foreign Mission Association of London (one of the four missions supporting the Union University), and to them he reports: "The enterprise in which Friends are engaged is not cramped, limited or straitened; it is marked by vision and outlook, and deserves the best that the Society can give. It is worth all the money,\* all the intellect, all the heart and sacrifice we can put into it; it is worth even life itself.

"A revolution has just taken place which 'demands from us such immediate, aggressive advance as shall take advantage of all the new privileges and opportunities, and such modification of method as shall make that advance most effective for the accomplishment of the still greater revolution for which we hope, namely, the setting up of the Kingdom of Christ in the midst of this new Republic as an underlying and permeating controlling force which alone can establish firmly the foundations of a true Republic, conserve the liberty of its citizens, promote its abiding prosperity, and make it a blessing, instead of a peril, to the world.' "

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\* The Treasurer of the Simkin Fund is James P. Magill, '07, 305 Land Title Building, Philadelphia

JUN 13 1914

HAVERFORD COLLEGE  
Haverford, Pa.

# HAVERFORD COLLEGE BULLETIN

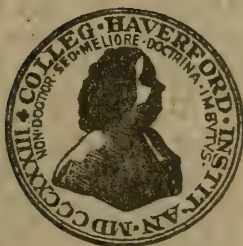
VOL. XII

SIXTH MONTH, 1914

No. 6

## Athletic Number

1913-1914



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Haverford Pa.

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# Haverford College Athletics



1913-1914



*Edited in the interest of  
Haverford Athletics by*

JAMES A. BABBITT, M. D.

*Director of the  
Physical Department*

Press of  
THE JOHN C. WINSTON CO.  
1006-1016 Arch Street,  
Philadelphia, Pa.

## PREFACE

The splendid progress made upon the new athletic fields (soccer, football, and track); the opening of the new Smith grandstand; the renewal of relations with Swarthmore; plans for the English trip of the cricket team, and the selection of Haverford for the next annual Middle States' Athletic Championships, mark the striking incidents of the athletic year at Haverford. Associated with them is the splendid organization of the various athletic sections in the appointment by Mr. Sharp of peculiarly fitted chairmen in each department, who have done most devoted service in their respective fields.

Beginning with next fall, as outlined in the current issue of the Alumni Bulletin, a carefully revised system of required and elective physical work will be put into operation which will tend to more adequately equalize the preparatory training for the various sports and strengthen their mutual cooperation throughout the college.

We record a very happy and successful athletic year.

(Signed) JAMES A. BABBITT.

HAVERFORD COLLEGE, June 12, 1914.

## Haverford College

### Department of Physical Education

ISAAC SHARPLESS, Sc.D., LL.D., L.H.D.,  
President.

JAMES A. BABBITT, A.M., M.D.,  
Professor of Hygiene and Physical Education.

EDWARD KRAUSS,  
Assistant Instructor in Physical Training.

JOHN KEOGH,  
Coach of Football and Athletic Teams.

GEORGE BENNETT,  
Coach of Cricket Teams.

JAMES THOMAS,  
Coach of Soccer Teams.

L. B. LATHEM, '12,  
Accompanist in Gymnasium.

J. W. SHARP, JR.,  
Chairman Alumni Athletic Committee.

### Department Chairmen

H. NORMAN THORN. Football.

T. K. BROWN, JR., Gymnasium.

R. M. GUMMERE, Soccer.

A. M. COLLINS, Track.

C. C. MORRIS, Cricket.

## Joint Committee on Athletics, 1913-14

### Alumni Members

JOSEPH W. SHARP, JR., *Chairman*

CHARLES J. RHODS	ALFRED M. COLLINS
ALFRED G. SCATTERGOOD	ALFRED C. MAULE
DR. FRED. C. SHARPLESS	RICHARD M. GUMMERE
ALEXANDER C. WOOD	C. C. MORRIS
H. NORMAN THORNE	A. G. PRIESTMAN
T. K. BROWN, JR.	DR. JAMES A. BABBITT

JOHN L. SCULL

### Faculty Members

PRESIDENT ISAAC SHARPLESS

DR. JAMES A. BABBITT

### Undergraduate Members

P. H. SANGREE, '14	E. RICE, JR., '14
D. WAPLES, '14	W. G. BOWERMAN, '14
T. W. ELKINTON, '14	S. E. STOKES, '14
J. K. GARRIGUES, '14	R. A. LOCKE, '14
E. M. JONES, '14	H. W. TAYLOR, '14

## Athletic Cabinet

H. W. TAYLOR, '14, <i>President</i>	K. P. A. TAYLOR, '15, <i>Secretary</i>
P. H. SANGREE, '14	J. K. GARRIGUES, '14
D. WAPLES, '14	S. E. STOKES, '14
T. W. ELKINTON, '14	D. B. VAN HOLLEN, '15
E. M. JONES, '14	W. C. BRINTON, '15

E. RICE, JR., '14

DR. JAMES A. BABBITT, *Chairman ex-officio*

## Athletic Association

H. W. TAYLOR, '14— <i>President</i>	W. T. KIRK, 3D, '16— <i>Secretary</i>
JOHN L. SCULL, '05— <i>Treasurer</i>	

## Are Haverfordians Interested in Our College Athletics?

Do we appreciate the important relation athletics bear to learning and character building? Do we realize that every successful institution of learning must have suitable and adequate athletic facilities, and that such an institution will not wax strong and grow without the desire and the stimulus to make proper and successful use of such facilities?

If President Sharpless is the mouthpiece of our Board of Managers, we can believe that *some* of them are interested and appreciate the importance of athletics.

We have no criticism of the attitude of the Faculty. We know that *some* of them are interested.

The undergraduates at Haverford are, we think, in every way deserving of the athletic equipment provided them and are wonderfully successful in a great variety of athletic contests. They should have the keen interest and encouraging sympathy of every alumnus.

The alumni do not support the College nor College Athletics as they should! Only a *few* of them do! Let us "buck-up" and be true sons, not lacking in affection and gratitude toward our Alma Mater and let us support those things that make for her strength and fair name!

A committee was appointed by the Alumni Association to collect funds for, and carry out certain additions and improvements to our athletic fields. This work has been completed, but some of the funds are yet to be dragged forth from the *many* who have not given, or from the *few* who have already given. Some whole classes



have not given one cent! Surely every man of every class can and should give one dollar to such a movement as this, which puts Haverford in the front rank regarding athletic fields and equipment. Let us cultivate a habit of universal support! Let *all* the managers and *all* the Faculty and *all* the alumni and *all* the students give at all times their interest, and not *always* but often, *some* of their money, and so become enthusiastic rooters for a real live college.

JOSEPH W. SHARP, JR., '88,  
*Chairman, Joint Athletic Committee.*

## The Athletic Cabinet

### *Purpose.*

This group is selected from representative men in College, partly by appointment and partly by election, and is organized (*a*) for conference upon important college athletic affairs, (*b*) for taking the initiative in important college innovations, and (*c*) for bringing into harmonious cooperation the various college athletic organizations. It shall act as college host to visiting alumni whenever opportunity presents, and shall investigate school conditions and, as far as consistent, influence school boys toward Haverford. It shall in no way influence college politics nor administer athletic finances, and shall act in advisory rather than executive capacity.

### *Membership.*

Its members shall consist of ten men, five of whom shall be the captains of the Football, Gymnasium, Soccer, Track, and Cricket teams respectively. Three members shall be elected each year by ballot of the retiring cabinet and the two remaining members named by the chairman (*ex-officio*), Dr. Babbitt. Election shall be regardless of class or other College membership.

### *Meetings.*

Meetings shall be held upon the first Tuesday evening of each month upon the invitation of the *ex-officio* host, although these dates may be changed upon special occasions, when conflicting with other College appointments.

Special sessions may be arranged as need requires.

### *Officers.*

Officers shall consist of a President and Secretary elected at the first meeting of the year. These two, with the Chairman *ex-officio*, shall constitute the Executive Committee.

### *Special Functions.*

The Cabinet shall direct the various interscholastic meetings at the College when so desired; shall always be ready to assist at alumni gatherings at the College, and shall act as host at an annual gathering of "Cabinet Alumni," held during May.

## Constitution of Haverford College Athletic Association

### *Name.*

ARTICLE 1. This Association shall be known as the Haverford College Athletic Association.

### *Members.*

ARTICLE 2. All undergraduates are eligible as Active Members, and all graduates, ex-students and members of the Faculty of Haverford College are eligible as Associate Members of this Association.

### *Departments.*

ARTICLE 3. This Association shall consist of six departments, namely, Cricket, Football, Soccer, Gymnasium, Track, and Tennis.

### *Department Officers.*

ARTICLE 4. Section 1. The Active Members of this Association shall, not later than the close of each collegiate year, elect the following officers for each department:

(a) Cricket: There shall be a Manager and two Assistant Managers in this department. The Coach, Captain and Manager shall choose teams to represent the college in this sport.

(b) Football: There shall be a Manager, two Assistant Managers, four sub-Assistant Managers and a Cheerleader in this department. The Cheerleader to be elected with the Manager at the end of the season. (The office is to be open for competition; the leader shall call out and be responsible for Assistants and shall suggest at least four names to the Nominating Committee from which his successor shall be elected.)

(c) Soccer: There shall be a Manager and two Assistant Managers in this department. The Coach, Captain and Manager shall choose teams to represent the college in this sport.

(d) Gymnasium: There shall be a Manager and two Assistant Managers in this department.

(e) Track: There shall be a Manager and two Assistant Managers in this department.

(f) Tennis: There shall be a Manager and two Assistant Managers in this department.

*Captains.*

Section 2. The regular members of each team, as selected by the committee in charge of awarding the "H," shall, not later than the close of each collegiate year, elect a captain for the ensuing year.

*Association Officers.*

Section 3. The Active Members of this Association shall, not later than the close of each collegiate year, elect the following officers of the Association:

First—A President, who shall be a Senior.

Second—A Secretary, who shall be a Sophomore.

*Joint Committee on Athletics.*

ARTICLE 5. There shall be a Joint Committee on Athletics which shall consist of thirteen Alumni members, appointed by the Alumni Association, two Faculty members, and the Captains and Managers of the different athletic departments of this Association.

Section 1. This Joint Committee shall have the final decision in all important athletic matters which may arise in connection with the college.

Section 2. This Joint Committee shall elect a Treasurer for the Association.

*Department Expenses.*

ARTICLE 6. The Manager of each department shall confer with the Treasurer of the Association on all financial questions connected with his department.

*Treasurer.*

ARTICLE 7. The Treasurer shall receive and be the custodian of all funds belonging to the Association, and shall disburse the same according to his best judgment. He shall publish an annual report in some undergraduate publication, fully itemized, and showing the exact expenses of each department. His accounts

should be audited annually, by an expert appointed by the joint committee. He shall see that donations for special uses are so expended.

*Dues.*

ARTICLE 8. The annual dues of all Active Members shall be nine dollars (\$9.00). The annual dues of Associate Members shall be five dollars (\$5.00).

Section 1. Taking nine dollars (\$9.00) as a basis, the dues shall be divided among the different departments as follows: (a) Cricket, \$1.50; (b) Football, \$2.00; (c) Soccer, \$2.25; (d) Gymnasium, \$1.00; (e) Track, \$1.25; (f) Tennis, \$1.00.

*Special Meetings.*

Article 9. The President of this Association or the Manager of any department in this Association may call a meeting of the Association at any time.

*Nominating Committee.*

ARTICLE 10. There shall be a Nominating Committee composed of three Seniors, two Juniors, and one Sophomore, elected by their respective classes not later than the close of each preceding collegiate year. All the officers of this Association, except the Treasurer, shall be nominated by this committee and all nominations shall be posted one week before they are voted on. *Any additional nominations shall be posted at the signed request of ten members.*

*Admission to Events.*

ARTICLE 11. Every Associate Member of the Association, in good standing, shall receive a card admitting him to all home athletic contests.

*Amendments and By-Laws.*

ARTICLE 12. The Joint Committee shall make such further Rules and Regulations as may seem necessary, from time to time, but these articles shall not be amended except by two-thirds vote of the Active Members, after a week's notice.

## Regulations for Awarding Insignia

### I.

All committees for awarding college insignia shall be responsible to the Athletic Association.

### II.

The Varsity H for all branches of athletics shall be as described herein:

(1) On all coat sweaters and jerseys the H shall be block and shall be  $2\frac{3}{4}$  inches across (not including the block), and  $4\frac{1}{2}$  inches high. The block shall extend  $\frac{1}{2}$  inch beyond the bar and shall be  $\frac{1}{2}$  inch thick at the base, tapering to  $\frac{3}{8}$  inch at the end. The bars shall be  $\frac{3}{4}$  inch thick.

(2) On all V neck sweaters the H shall be straight, 4 inches wide and  $5\frac{1}{2}$  inches high; the bars shall be 1 inch thick, except the Cricket H which shall be a block H.

(3) Each man receiving a varsity H shall receive a certificate attesting the same and signed by the College President, Athletic Director and Captain of the department awarding the letter.

### III. FOOTBALL.

The football sweater shall be black, coat or V neck, the coat sweater shall have a scarlet block H, and the V neck shall have a scarlet straight H.

The football jersey shall be black with striped sleeves, a scarlet neck and a scarlet waistband, with a scarlet block H. The stripes, which shall be two inches wide, shall be alternate scarlet and black.

Men not holders of a football H shall not wear any part of the uniform except on the football field.

The football H shall be awarded each year by the captain, manager and coach of the football department. No more than twelve H's shall be awarded in any one year, and these shall be awarded to the most deserving men.

Upon vote of the Athletic Association the manager shall be awarded an insignia in the form of a gold charm, properly engraved.



## IV. CRICKET.

The cricket colors shall consist of the cricket sweater, the scarlet and black blazer and cap, and scarlet and black sash. The cricket sweater shall be white V neck with a scarlet and black band on the skirt and wrists one and one-half inches wide and shall have on the breast a scarlet block H.

The cricket colors shall be awarded each year by the coach, captain and manager of this department. They shall be awarded to the most deserving players each year and shall be limited to eleven in number.

## V. TRACK.

The track uniform shall consist of a white sleeveless jersey and white running trousers, with scarlet and black  $\frac{1}{2}$  in. stripes down the sides and with a scarlet and black waistband.

The track Varsity sweater shall be a scarlet sweater, coat or V neck, with the regulation H. A block regulation straight H shall be worn on the jersey.

The track H shall be awarded each year by the captain, manager, and a director of the Track Department at their discretion. The following men only shall be eligible for consideration:

(a) Men who have won a point or part of a point in the annual meet of the I. C. A. A. A. A.

(b) Men who have won first place and five (5) other points; or who have tied for first place with a member of an opposing team and won five (5) other points.

NOTE.—A tie for second place with a man of an opposing team in a dual meet shall count 3 points.

(c) Members of a winning relay team in the relay carnival at Franklin Field who have also won three points in dual meets during the season.

(d) Men who have won or tied for a place in the Middle States Intercollegiate Meet, and who have won 3 other points in any meet.

Points toward the Walton Field cup shall be counted as follows:

I. C. A. A. A. A. MEET.—For each of the five places respectively, 25, 20, 15, 10 and 5 points.

M. S. I. C. C. MEET.—For each of the four places respectively, 15, 9, 6 and 3 points.

U. OF P. RELAYS.—Each member of the relay team for the three places respectively, 5, 3 and 1 points. Three places in individual events respectively 15, 9 and 3 points.

DUAL MEETS.—Points to count as they are scored for the team.

## VI. GYMNASIUM.

The insignia and H's shall be awarded at the discretion of the captain, manager and coach at the end of each year; no person shall receive an H who has not won three first places in dual meets or placed in the Intercollegiates. The regulation gymnastic costume shall be black tights, leotard and scarlet belt. Leotard to have a scarlet front, rounded at the bottom and extending as far as the shoulder, and buttoning over the shoulder. The gymnastic insignia shall be the black monogram H. G. T. worn on the scarlet front of the leotard or on the regular gymnastic sweater. The H shall be a regulation straight H;  $\frac{1}{4}$  in. above the bar shall be a straight G  $1\frac{1}{2}$  in. high and 1 in. wide and  $\frac{1}{4}$  in. below the bar shall be a straight T  $1\frac{1}{2}$  in. high and 1 in. wide. The gymnastic sweater shall be:

(1) A scarlet c at sweater with a black border  $1\frac{3}{4}$  in. wide, black wristlets 4 in. deep and a black block H.

(2) A scarlet V neck sweater with a black band  $1\frac{3}{4}$  in. wide on skirt and a black straight H.

## VII. SOCCER.

The soccer uniform shall consist of a gray shirt, with a scarlet and black stripe, 3 in. wide, running diagonally over the right shoulder, black trousers, scarlet belt and black stockings with a 4 in. scarlet horizontal stripe. The soccer shirt may be worn by a player in any first team game and at any time by an Intercollegiate player.

The soccer sweater shall be a plain white coat or V neck sweater with a scarlet varsity H. The soccer H shall be awarded each year by the coach, captain and manager of the soccer department to not more than eight men.

## VIII. TENNIS.

The winner or winners of the Intercollegiate championship shall be awarded a scarlet straight H, size  $2\frac{1}{8}$  by 4 in., to be worn only on a white coat sweater.

Not more than four tennis insignia may be awarded each year at the discretion of the captain and manager to the members of the Varsity team. The tennis insignia shall consist of a straight H 2 in. high,  $1\frac{1}{4}$  in. wide, and the bars to be  $\frac{3}{16}$  in. wide, to be embroidered on the pocket of a white flannel shirt. Two small T's shall be placed one  $\frac{1}{8}$  in. above the bar and the other  $\frac{1}{8}$  in. below the bar of the H.

## IX. VARSITY HAT.

There shall be a Varsity hat which may be worn by the holder of any Varsity H. This hat shall be a white university hat with scarlet and black block H with diagonal line from upper left to lower right hand corner, left section scarlet, of the following dimensions: height  $1\frac{1}{2}$  in. to block; block  $\frac{3}{16}$  in. thick, projecting  $\frac{1}{16}$  in.; width  $\frac{7}{8}$  in. inside bars; bars  $\frac{3}{16}$  in. thick and bottom line of cross bar to be in center of upright.

## X. WEARING OF EMBLEMS.

No person shall be entitled to wear any emblems, uniforms, or parts of uniforms above mentioned, except on the field or in a meet, until that person shall have been authorized to do so by the committees having charge of same.

## XI. HATS AND CAPS.

No person shall wear an H, either plain or in monogram, on any hat or cap except on the Varsity hat.

## XII. CLASS NUMERALS.

Numerals may be worn only by those who have won them, upon the regulation class jersey, a black jersey with scarlet cuffs, waistband, neck and numerals,—or on any style sweater in black or scarlet and black.

Numerals shall be awarded by the same committee that awards the corresponding H in each department, subject to the following regulations:

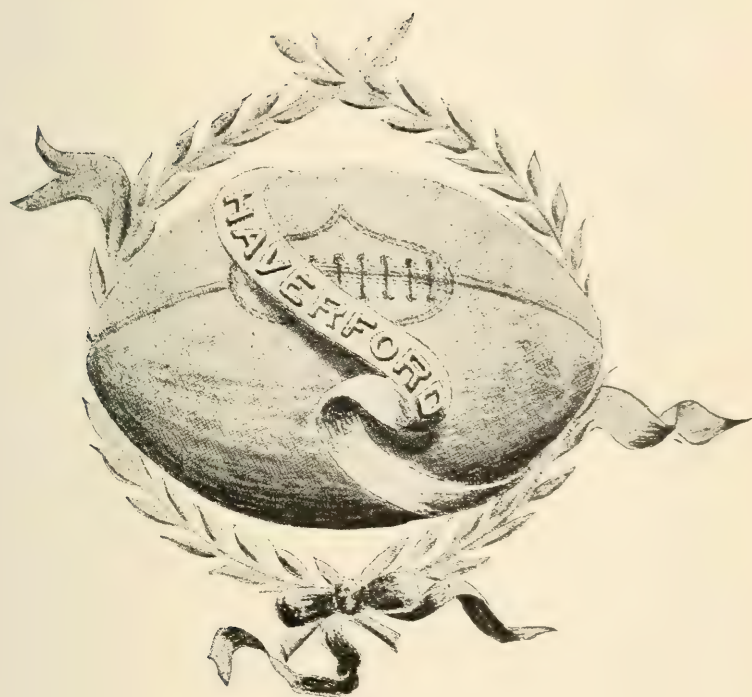
*Football*—Numerals may be awarded to Sophomores and Freshmen who play in the Sophomore-Freshman game. And to not more than five (5) Seniors and Juniors, deserving them for good, conscientious work during the season, either on the Scrub or on the Varsity; except that those who receive their Varsity H shall not be awarded numerals. The awards shall be made each year.

*Cricket*—Numerals may be awarded to not more than six (6) members of the team winning the Class Championship, and to not more than four (4) members of any of the other class teams, and they shall be awarded to the most deserving each year for good, conscientious work on the first or second teams.

*Track*—The winning of a first place and three additional points in the Sophomore-Freshman track meet or a first place in the inter-class track meet or six points in dual meets secures numerals.

*Tennis*—The college champion in singles shall be awarded numerals.

*Soccer*—Numerals may be awarded to not more than six (6) members of the team winning the Class Championship, and to not more than (4) members of any of the other class teams, and they shall be awarded to the most deserving each year, for good, conscientious work on the first or second teams.



## College Football

For nine successive seasons Haverford has made a reasonably creditable showing in football without the stimulus of a so-called final "big" game on the schedule—really creditable because by the dropping of such a game an element was eliminated which had been responsible for a vast amount of enthusiasm, as was natural with such keen rivalry. This was especially noticeable and the contrast was most felt in the first few years of this period. The fact that the college body faced this situation so splendidly and supported its teams with such fine spirit not only reflects credit in itself but indicates the healthy conditions and sound principles on which it has been working.

Happily, conditions are such that next fall we will again close our season with our old time "big game," and there will be a hot time in some old town that night.

May it be ours!

It is, of course, rather premature to make an estimate of the probable strength of our 1914 team as compared with that of our competitors. Of one thing, however, we do feel sure and that is we will not be lacking in any of the essentials most conducive to a well prepared team.

The nucleus of the team will be made up from men of some experience, with a captain who gives every promise of being fitted to assume the full responsibility of his position. This will be a most important asset under the new playing rules to be inaugurated next fall.

The coaching will be in the hands of "Mike" Bennett, who is generally regarded not only as one of the best coaches in this part of the country but also as a man who



can readily meet the requirements demanded of a Haverford coach.

It is especially desired that as many of our old players as possible be out for the afternoon practice and help with the coaching, after first getting the general system from Coach Bennett.

H. W. Taylor, '14, will have charge of the scrub.

The physical condition of the men will again be in the care of Dr. Babbitt, and for those who recall the details of the last season when we met Swarthmore, this statement will need no further emphasis.

In brief, our football situation is good—and if you will keep in touch with our team after the season opens up and develops you will find an abundance of that spirit and enthusiasm which the older men talk about and the younger ones have yet to experience.

H. NORMAN THORN.

## Football Season 1913

### *Manager*

E. RICE, JR., '14

### *Assistant Managers*

C. FALCONER, '15

E. N. CROSMAN, JR., '15

### *Captain*

P. H. SANGREE, '14

### *Coach*

J. J. KEOGH

### *Cheer Leader*

J. K. GARRIGUES, '14

### *Assistant Cheer Leaders*

L. P. CROSMAN, '15

N. B. COLEMAN, '15

## Haverford College Football Team

SHIPLEY, '16.....	<i>Left End</i>
MOON, '16.....	<i>Left Tackle</i>
KNOWLTON, '16.....	<i>Left Tackle</i>
HARVEY, '16.....	<i>Left Guard</i>
H. W. ELKINTON, '14.....	<i>Center</i>
WILLIAMS, '14.....	<i>Right Guard</i>
TAYLOR, '14.....	<i>Right Tackle</i>
REEVE, '17.....	<i>Right End</i>
CAREY, '16 (Captain-elect).....	<i>Quarterback</i>
RAMSEY, '17.....	<i>Left Halfback</i>
PHILIPS, '14.....	<i>Right Halfback</i>
SANGREE, '14 (Captain).....	<i>Fullback</i>



FOOTBALL TEAM.



## Football Season 1913

Oct. 4.	Haverford.....	7	Delaware.....	0	at Newark
Oct. 11.	Haverford.....	6	Stevens.....	0	at Hoboken
Oct. 18.	Haverford.....	8	Washington.....	0	at Haverford
Oct. 25.	Haverford.....	0	St. Johns.....	14	at Haverford
Nov. 1.	Haverford.....	6	F. and M.....	27	at Lancaster
Nov. 8.	Haverford.....	0	Trinity.....	37	at Haverford
Nov. 15.	Haverford.....	3	Lehigh.....	16	at Haverford
Nov. 22.	Haverford.....	10	Carnegie Tech..	6	at Pittsburgh
Nov. 25.	Sophomores.....	26	Freshmen.....	0	at Haverford

## Wearers of Football H

P. H. SANGREE, '14	J. CAREY, 3D, '16
H. W. TAYLOR, '14	E. R. MOON, '16
C. R. WILLIAMS, '14	J. E. SHIPLEY, '16
R. S. PHILIPS, '14	L. M. RAMSEY, '17
H. W. ELKINTON, '14	A. H. REEVE, JR., '17

## Wearers of Football Numerals

### 1914

H. E. BELL	R. S. PHILIPS
C. W. EDGERTON	P. H. SANGREE
H. W. ELKINTON	R. C. SMITH
J. C. FERGUSON, 3D	H. W. TAYLOR
C. R. WILLIAMS	W. WEBB

### 1915

E. L. FARR, JR.	E. M. PHARO	E. M. LEVIS
-----------------	-------------	-------------

### 1916

F. C. BUFFUM, JR.	H. E. KNOWLTON
A. G. GARRIGUES	E. F. LUKENS, JR.
W. T. HANNUM	W. L. MARTWICK
D. M. HARVEY	E. R. MOON
W. T. KIRK, 3D	J. E. SHIPLEY

### 1917

W. HOWLAND	C. M. SANGREE
F. K. MURRAY	L. VAN DAM

## Association (Soccer) Football, 1913-14

### *Manager*

R. A. LOCKE, '14

### *Assistant Managers*

E. M. PHARO, '15

D. B. VAN HOLLEN, '15

### *Captain*

T. W. ELKINTON, '14

### *Coach*

JAMES THOMAS

## Haverford College Soccer Team

SHIPLEY.....	Goal
A. W. ELKINTON.....	Left Fullback
GARDINER.....	Right Fullback
GREEN.....	Left Halfback
T. W. ELKINTON (Captain).....	Center Halfback
BUZBY.....	Right Halfback
BENTLEY.....	Left End
S. E. STOKES.....	Left Inside
VAN HOLLEN (Captain-elect).....	Center
CARY.....	Right Inside
J. STOKES, JR.....	Right End
YOUNG.....	Substitute
MILLER.....	Substitute
PENNEY.....	Substitute
MOON.....	Substitute





SOCCER TEAM.



## Season 1913-14

### First Team

Nov. 22.	Haverford.....3	Westtown.....0	at Westtown
Dec. 2.	Haverford.....4	Penn State.....0	at Haverford
Dec. 6.	Haverford.....0	Pennsylvania....2	at Phila. C.C.
Dec. 13.	Haverford.....1	Princeton.....4	at Princeton
Feb. 28.	Haverford.....5	Merion C. C.....4	at Haverford
Mar. 14.	Haverford.....3	Columbia.....1	at Haverford*
Mar. 21.	Haverford.....2	Yale.....3	at New Haven*
Mar. 28.	Haverford.....2	Cornell.....0	at Ithaca*
Apr. 4.	Haverford.....1	Pennsylvania....1	at Haverford*
Apr. 8.	Haverford.....3	Princeton.....1	at Haverford*
Apr. 13.	Haverford.....1	Harvard.....2	at Princeton*

*Intercollegiate Championship won by Harvard. Haverford fourth.*

The final standing:

	W.	L.	T.	Pts.
Harvard.....	5	1	0	10
Pennsylvania.....	4	0	2	10
Yale.....	4	2	0	8
Haverford.....	3	2	1	7
Columbia.....	2	4	0	4
Princeton.....	1	5	0	2
Cornell.....	0	5	1	1

T. Elkinton, '14, and S. E. Stokes, '14, made the All-American Soccer Team composed of

G.....	Jackson of Princeton
R. F.....	Sheppard of Yale
L. F.....	Webster of Penn
R. H. B.....	Franke of Harvard
C. H. B.....	T. Elkinton of Haverford
L. H. B.....	Grant of Harvard
O. R.....	Tripp of Yale
I. R.....	Bell of Penn
C.....	H. H. Shanolt of Columbia
I. L.....	E. Stokes of Haverford
O. L.....	Weld of Harvard

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\*Intercollegiate.

**Second Team**

Oct. 18.	Haverford...1	Pennsylvania 2d...3	at Haverford
Oct. 23.	Haverford...1	George School....1	at George School
Nov. 20.	Haverford...0	Westtown.....1	at Westtown
Nov. 22.	Haverford...0	Pennsylvania 2d...1	at Phila. C. C.
Nov. 27.	Haverford...2	Belfield.....2	at Belfield
Nov. 29.	Haverford...6	Phila. C. C. 2d...0	at Haverford
Dec. 6.	Haverford...3	Merion C. C. 2d...3	at Merion C. C.
Dec. 13.	Haverford...0	Belfield.....0	at Haverford
Dec. 18.	Haverford...3	George School....2	at George School
Dec. 20.	Haverford...3	Germantown.....1	at Germant'n C. C.
Dec. 27.	Haverford...1	Merion.....3	at Merion C. C.
Jan. 2.	Haverford...1	Merion C. C. 2d...2	at Haverford
Jan. 4.	Haverford...3	Germantown 2d...1	at Haverford

**Third Team**

Dec. 3.	Haverford...1	Haverford School.....1	at Haverford
Dec. 6.	Haverford...4	Germantown Friends...0	at Haverford
Dec. 17.	Haverford...1	Haverford School.....0	at Haverford

**Class Games**

Jan. 15. 1916.....2	1917.....0
Apr. 14. 1916.....2	1915.....0
Apr. 16. 1914.....1	1916.....1
Apr. 16. 1917.....2	1915.....0
Apr. 17. 1914.....1	1915.....0
May 4. 1916.....4	1914.....0

Class Championship won by 1916.

## Wearers of Soccer H

T. W. ELKINTON, '14 (Capt.)	S. E. STOKES, '14
J. S. BENTLEY, '14	F. CARY, '16
A. W. ELKINTON, '14	J. E. SHIPLEY, '16
J. STOKES, JR., '16	

## Wearers of Soccer Numerals

J. S. BENTLEY, '14	D. B. VAN HOLLEN, '15
G. V. DOWNING, '14	J. CAREY, '16
C. W. EDGERTON, '14	F. W. CARY, '16
A. W. ELKINTON, '14	E. F. LUKENS, '16
J. P. GREEN, '14	J. G. MAXWELL, '16
H. S. MILLER, '14	E. R. MOON, '16
R. C. SMITH, '14	J. STOKES, JR., '16
S. E. STOKES, '14	J. H. BUZBY, '17
N. B. COLEMAN, '15	W. J. GARDINER, '17
J. W. GUMMERE, '15	H. L. PENNEY, '17
Y. NITOBÉ, '15	H. S. WELLER, '17

## A Short View of Soccer

This game has grown gradually from an unofficial pastime until it is at the present day perhaps the most significant of Haverford's sports, both with regard to the natural attractions of the institution, and with regard to the wholesome out-of-door ideals which the athletic tradition aims to encourage.

In the winter of 1901-02 an invitation came from the Inter-Cricket Club League to enter a team for the winter season. About fifteen volunteers, full of enthusiasm and spattered with mud, plowed up the turf behind the old observatory under the inspiring guidance of Dr. Mustard; their painstaking practice was rewarded by a tie with Belmont for first place in the league. It was seen at once what a valuable exercise was afforded at a time when no Senior or Junior was under obligations to cultivate his physique; and from then on it spread with rapidity. In 1904 and 1905, in addition to Cricket Club matches, one or two contests were arranged with Harvard and the University of Pennsylvania. In 1906 the intercollegiate series was formed from this nucleus, and Haverford acquired the championship habit. 1906, 1907, 1908, 1911, brought us to the top; the other years saw us among the leaders, and there have been only two years when we did not win more than fifty per cent of our intercollegiate games.

Interclass contests are of great interest, since the donation of the two cups. It may safely be said that thirty-five men are practicing at least three times a week for a period of more than two months.

The new change of the Intercollegiates from spring to fall will not, I feel sure, handicap us, if we bear in mind three things: First, the game is too important in its bearing on Haverford's all-round physical welfare to be allowed to fall off one iota in popularity. It is the best Haverford sport, from the point of view of college attraction. For this reason, twenty-two men should be selected, with any further candidates of acknowledged proficiency, to pledge themselves to regular practice, with the consent and harmonious cooperation of the Rugby squad. From what I hear



about college, soccer will surrender men of Rugby calibre, and will go ahead on her own steam.

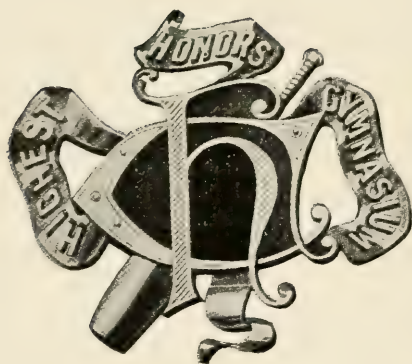
Second, soccer men are glad to learn, and appreciate the cordial stand, taken by the Physical Director, who has agreed to excuse from gymnasium work those soccer candidates who are physically fit and can pass certain strength tests. This is essential to the success of the team, avoiding any staleness and leaving the man concerned absolutely free for studying footwork and the finer points of the game.

Third, in order to keep up the supply of good material, inter-class games could be spread out through the month of February and March. Each class might play the others a series of three or five games apiece.

There is talk of an interscholastic tournament, or at least an invitation match such as we have in cricket, which might be played in March.

With these incentives to soccer, we shall be able to hold the position which we deserve to maintain. Prospects for next year are encouraging; Captain Elkinton and E. Stokes will be sorely missed, but there are several youngsters whom Coach Thomas looks upon with favor. And six men return to college.

R. M. GUMMERE, '02,  
*Chairman Alumni Soccer Committee.*



## Gymnasium Team, 1913-14

W. G. BOWERMAN, '14—*Manager*

G. H. HALLETT, JR., '15—*Assistant Manager*

Y. NITOBÉ, '15—*Assistant Manager*

D. WAPLES, '14—*Captain*

EDWARD E. KRAUSS—*Couch*

## Haverford College Gymnastic Team, 1913-14

D. WAPLES, '14, *Captain*

L. B. LATHEM, '12

W. R. FARIES, '16

J. K. GARRIGUES, '14

A. G. GARRIGUES, '16

E. M. BOWMAN, '15

F. P. SHARPLESS, '16

K. P. A. TAYLOR, '15 (Capt.-elect)

J. STOKES, JR., '16

E. N. VOTAW, '15

## Schedule

Dec. 11th. Turngemeinde Exhibition at Haverford.

Jan. 17th. Triangular Exhibition at Haverford.

Feb. 13th. Interscholastics at Haverford.

Feb. 27th. Exhibition at Swarthmore.

Mar. 6th. Columbia at Haverford.

Mar. 13th. Penn at Haverford.

Mar. 20th. Brown at Providence.

Mar. 26th. Intercollegiates at New Haven.

Mar. 31st. Interclass Meet at Haverford.

## Triangular Exhibition

Haverford College, University of Pennsylvania, Princeton  
University

January 17, 1914

### *Horizontal Bar.*

*Haverford*—Waples, Tomlinson, Taylor, Lathem.

*Princeton*—Roberts, Vroman, Williams.

*Pennsylvania*—Hill, Clarke, Massey.

### *Side Horse.*

*Haverford*—Stokes, Lathem, Votaw.

*Princeton*—Sieberling, Smith, Vroman.

*Pennsylvania*—Hagert, Clarke.

### *Clubs.*

*Haverford*—Faries, Sharpless, J. Garrigues.

*Princeton*—Childs, Erdman.

*Pennsylvania*—Smith, Finletter.

### *Rings.*

*Haverford*—Waples, Lathem, Bowman.

*Princeton*—Field, Long, Vroman, Wolf.

*Pennsylvania*—Rex, Houlgate, Clarke, Miller.

### *Trapeze.*

*Princeton*—Vroman.

### *Parallel Bars.*

*Haverford*—Waples, Taylor.

*Princeton*—Field, Dodd, Roberts, Vroman.

*Pennsylvania*—Clarke, Massey, Kirchner.

### *Tumbling.*

*Haverford*—Tomlinson, A. Garrigues, Sharpless.

*Princeton*—Hogan, Roberts, Vroman.

*Pennsylvania*—Clarke, Barker.

## Dual Contests

### Haverford vs. Columbia University

- HORIZONTAL BAR—First, Waples, H.; second, Doyle, C.; third, Langenham, C.  
 SIDE HORSE—First, Clarke, C.; second, Stokes, H.; third, Abramowitz, C.  
 CLUB SWINGING—First, Faries, H.; second, Clarke, C.; third, Sengstaken, C.  
 PARALLEL BARS—First, Waples, H.; second, Taylor, H.; third, Langenham, C.  
 FLYING RINGS—First, Waples, H.; second, Adler, C.; third, Bowman, H.  
 TUMBLING—First, Sharpless, H.; second, A. Garrigues, H.; third, Abramowitz, C.  
 Judges—Heap, Bishop, Cromie, Gerney, Dr. O'Brien, Dr. Chadwick.

#### SCORE

Haverford.....	35
Columbia.....	19

### Haverford—University of Pennsylvania

- HORIZONTAL BAR—Won by Clarke, Pennsylvania; Waples, Haverford, second; Hill, Penn, third.  
 SIDE HORSE—Won by Hagert, Pennsylvania; Votaw, Haverford, second; Stokes, Haverford, third.  
 CLUB SWINGING—Won by Finletter, Pennsylvania; Faries, Haverford, second; Smith, Pennsylvania, third.  
 PARALLEL BARS—Won by Clarke, Pennsylvania; Waples, Haverford, second; Taylor, Haverford, third.  
 RINGS—Won by Miller, Pennsylvania; Waples, Haverford, second; Clarke, Pennsylvania, third.  
 TUMBLING—Won by Clarke, Pennsylvania; Sharpless, Haverford, second; Barker, Pennsylvania, third.  
 Judges—Dr. Chadwick, Dr. Ehinger, Mr. Ketchem, Mr. Kassel, Mr. Mayser.

#### SCORE

Pennsylvania.....	34
Haverford.....	20

### Haverford—Brown University

HORIZONTAL BAR—Won by Hincks, Brown; second, Waples, Haverford; third, Mattison, Brown.

SIDE HORSE—Won by Hincks, Brown; second, Jones, Brown; third, Votaw, Haverford.

CLUB SWINGING—Won by J. Garrigues, Haverford; second, Smith, Brown; third, Finch, Brown.

PARALLEL BARS—Won by Hincks, Brown; second, Waples, Haverford; third, Mattison, Brown.

RINGS—Won by Waples, Haverford; second, Wight, Brown, third, Wilson, Brown.

TUMBLING—Won by Hincks, Brown; second, A. Garrigues, Haverford; third, Sharpless, Haverford.

Judges—Browning, Hibbeler, Seikel.

#### SCORE

Brown.....	33
Haverford.....	21

### Gymnasium Awards

H—Waples, '14.

INSIGNIA—Lathem, '12; Garrigues, '14; Tomlinson, '14; Taylor, '15  
Votaw, '15; Faries, '16; Garrigues, '16; Sharpless, '16  
Stokes, '16.



## Intercollegiate Association of Amateur Gymnasts of America

Meet held at New Haven, March 26, 1914

**HORIZONTAL BAR**—Won by Clark, Pennsylvania, 53.05 points; second, Cremer, New York University, 49.45 points; third, Gates, Harvard, 47.45 points.

**SIDE HORSE**—Won by Cremer, New York University, 55.9 points; second, Gordon, Yale, 56.2 points; third, Ralston, Amherst, 53.2 points.

**PARALLEL BARS**—Won by Waples, Haverford, 49.96 points; second, Clark, Pennsylvania, 49.79 points; third, Cremer, New York University, 48.93 points.

**CLUB SWINGING**—Won by Summerill, Rutgers, 27 points; second, Dutcher, New York University, 25.25 points; third, Nutt, Penn, 24.25 points.

**FLYING RINGS**—Won by Wolf, Princeton, 55.5 points; second, Miller, Pennsylvania, 53.2 points; third, Waples, Haverford, 47.3 points.

**TUMBLING**—Won by Chism, Yale, 47.4 points; second, Vroman, Princeton, 47 points; third, tie between McTerman, Amherst, and Hogan, Princeton, 45 points.

**INDIVIDUAL CHAMPIONSHIPS (ALL-AROUND)**—Won by Cremer, New York University; second, Clark, Pennsylvania; third, Waples, Haverford.

**SCORE BY COLLEGES**—First, New York University, 17 points; second, Pennsylvania, 15 points; third, Princeton, 8 $\frac{1}{4}$  points; fourth, Yale, 8 points; fifth, Haverford, 7 points; sixth, Rutgers, 5 points; seventh, Amherst, 1 $\frac{1}{2}$  points; eighth, Harvard, 1 point; ninth, Columbia, no points.

## Interclass Meet

March 31, 1914

### REGULAR MEET

HORIZONTAL BAR—First, Waples, '14; second, Taylor, '15; third, Bowman, '15.

PARALLEL BARS—First, Waples, '14; second, Taylor, '15; third, Sharpless, '16.

SIDE HORSE—First, J. Stokes, '16; second, Votaw, '15; third, Waples, '14.

RINGS—First, Waples, '14; second, Bowman, '15; third, Taylor, '15.

CLUBS—First, Faries, '16; second, J. Garrigues, '14; third, tie Waples, '14.

TUMBLING—First, Sharpless, '16; second, Garrigues, '16; third, Waples, '14.

### NOVICE MEET

HORIZONTAL BAR—First, Hallett, '15; second, Shipley, '16; third, Darlington, '17.

PARALLEL BARS—First, Wendell, '16; second, McNeil, '15; third, Hallett, '15.

CLUBS—First, Allen, '16; second, Hannum, '16; third, E. Jones, '14.

SIDE HORSE—First, W. Farr, '16; second, Weston, '17; third, tie, Weikel, '15, Jones, '14.

RINGS—First, Hallett, '15; second, Little, '17; third, Wendell, '16.

TUMBLING—First, McNeil, '15; second, Wilson, '17; third, Hallett, '15.

Totals—Sophomores, 41; Juniors, 34; Seniors, 22; Freshmen, 10.  
Judges—C. J. Allen, '00; Mr. Krauss, Dr. Babbitt, Dr. Cadbury.

## Annual Interscholastic Meet

### *Committee*

H. W. TAYLOR, *Chairman*

DR. J. A. BABBITT	E. M. JONES
D. B. VAN HOLLEN	S. E. STOKES
P. H. SANGREE	E. RICE, JR.
T. W. ELKINTON	D. WAPLES
J. K. GARRIGUES	K. P. A. TAYLOR
W. C. BRINTON	

### *Judges*

DR. J. A. BABBITT, *Chairman*

J. H. FINKELDAY	DR. F. B. JACOBS
A. M. COLLINS	W. H. HAINES
DR. F. C. SHARPLESS	W. R. ROSSMAESSLER
ED. WALLERSTEIN	DR. CHADWICK

### *Referee*

DR. GEORGE W. ORTON ..

### *Starter*

DR. S. C. PALMER

### *Timers*

DR. FREDERIC PALMER	E. A. GREEN
L. H. RITTENHOUSE	W. O. SAWTELLE

**Schools Participating**

CEDARCROFT SCHOOL  
DELANCEY SCHOOL  
EPISCOPAL ACADEMY  
FRIENDS' CENTRAL SCHOOL  
FRIENDS' SELECT SCHOOL  
GERMANTOWN ACADEMY  
HAVERFORD SCHOOL  
LAWRENCEVILLE SCHOOL  
LOWER MERION HIGH SCHOOL  
MERCERSBURG ACADEMY  
MOORESTOWN FRIENDS' SCHOOL  
NEWARK ACADEMY  
RADNOR HIGH SCHOOL  
ST. LUKE'S SCHOOL  
SWARTHMORE PREPARATORY  
WILMINGTON FRIENDS' SCHOOL

GYMNASIUM TEAM.







## Athletic Spring Opening, 1914

### Tug of War

Won by Sophomores (1916): Second, Juniors (1915).

### Swimming

#### RELAYS

First, Freshmen: Paxson, Clement, Wilson, Crosman.

Second, Seniors: Rice, Philips, Sangree, Waples.

### Fancy Diving

First, Garrigues, '16; second, Waples, '14; third, Kirk, '16.

### Ten Lap Race

First, Crosman, '17; second, Johnson, '16; third, Clement, '17.

### Two Lap Race

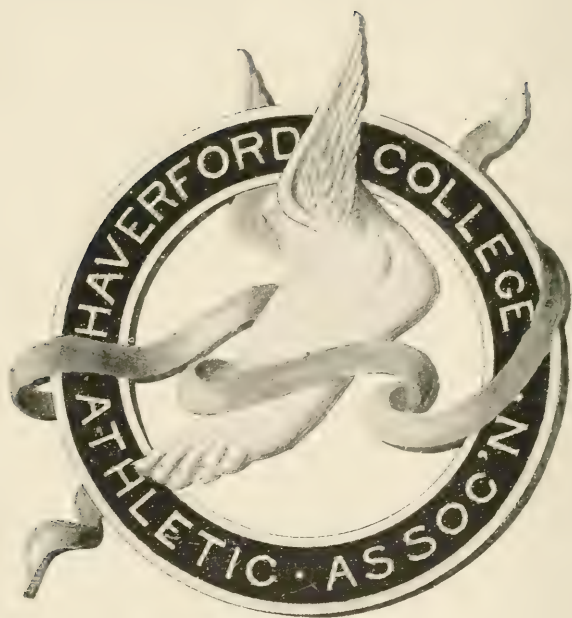
First, Crosman, '17; second, Taylor, '15; third, Howson, '15.

### Boxing Decisions

Metcalfe over Darlington; Faries over Shipley; York over Ferguson; Buffum vs. Smith, draw.

### Wrestling Decisions

Sharpless, '16, vs. Steere, '16, draw; Hannum, '16, vs. Hill, '17, draw; Richardson, '14, vs. Carey, '16, draw; Buffum, '16, vs. Ramsey, '17, draw.



## Track Department, 1914

H. W. TAYLOR, '14—*Manager*

E. L. FARR, JR., '15; W. E. VAIL, '15—*Assistant Managers*

E. M. JONES, '14—*Captain*

J. J. KEOGH—*Coach*

## Track Team, 1914

E. M. JONES, '14—*Captain*

W. G. BOWERMAN, '14

E. R. MOON, '16

C. W. EDGERTON, '14

H. E. KNOWLTON, '16

J. P. GREEN, '14

W. L. MARTWICK, '16

H. W. TAYLOR, '14

J. E. SHIPLEY, '16

G. H. HALLETT, '15, *Capt. Elect*

E. L. BROWN, '17

E. SHAFFER, '15

D. C. CLEMENT, '17

W. M. BRAY, '16

W. M. R. CROSMAN, '17

B. L. CORSON, '16

F. K. MURRAY, '17

P. A. HUNTER, '16

E. T. PRICE, '17

L. M. RAMSEY, '17

## Relay Carnival, Franklin Field

### Haverford College Relay Team

E. M. JONES, '14 (Capt.)

E. L. BROWN, '17

W. M. BRAY, '16

E. T. PRICE, '17

Haverford finished fourth.

G. H. Hallett, '15, tied for second in the high jump with five others.

## Track Meets

### New York University—Haverford

- 100-YARD DASH—Won by Jones, Haverford; second, Bray, Haverford. Time, 10 2-5 seconds.
- 220-YARD DASH—Won by Jones, Haverford; second, Lent, N. Y. U. Time, 22 1-5 seconds.
- 440-YARD DASH—Won by Bray, Haverford; second, Van Clief, N. Y. U. Time, 55 3-5 seconds.
- 880-YARD RUN—Won by Lent, N. Y. U.; second, Price, Haverford. Time, 2 minutes 9 3-5 seconds.
- 1-MILE RUN—Won by Price, Haverford; second, Clement, Haverford. Time, 5 minutes 7 3-5 seconds.
- 2-MILE RUN—Won by Shaffer, Haverford; second, Bowerman, Haverford. Time, 12 minutes 29 3-5 seconds.
- 120-YARD HURDLES—Won by Jones, Haverford; second, Martwick, Haverford. Time, 17 3-5 seconds.
- 220-YARD HURDLES—Won by Manly, N. Y. U.; second, Martwick, Haverford. Time, 27 3-5 seconds.
- 16-POUND SHOT-PUT—Won by Farber, N. Y. U.; second, Murray, Haverford. Distance, 35 feet 2 inches.
- HAMMER-THROW—Won by O'Donnell, N. Y. U.; second, Murray, Haverford.
- POLE-VAULT—Won by Hunter and Crosman, of Haverford, tie for first; third, McGowan, N. Y. U. Height, 10 feet.
- HIGH JUMP—Won by Hallett, Haverford; second, Stockfish, N. Y. U. Height, 5 feet 4 inches.
- BROAD JUMP—Won by Nichthausen, N. Y. U.; second, Shipley, Haverford. Distance, 19 feet.

### SCORE

Haverford.....	70
N. Y. U.....	34

TRACK TEAM







**Lehigh—Haverford**

- 100-YARD DASH—Won by Jones, Haverford; second, Bray, Haverford. Time, 10 1-5 seconds.
- 1-MILE RUN—Won by Michel, Lehigh; second, Price, Haverford. Time, 4 minutes 43 seconds.
- 220-YARD HURDLES—Won by Brown, Haverford; second, Warren, Lehigh. Time, 26 4-5 seconds.
- 440-YARD DASH—Won by Bray, Haverford; second, Hanway, Lehigh. Time, 53 1-5 seconds.
- 220-YARD DASH—Won by Jones, Haverford; second, Bickley, Lehigh. Time, 22 1-5 seconds.
- POLE VAULT—Won by Crandall, Lehigh; second, Good, Lehigh. Height, 11 ft.
- 2-MILE RUN—Won by Von Mengerinhausen, Lehigh; second, Burns, Lehigh. Time, 10 minutes 57 2-5 seconds.
- SHOT PUT—Won by Bailey, Lehigh; second, Grumbach, Lehigh. Distance, 40 feet 1-4 inch.
- 120-YARD HURDLES—Won by Jones, Haverford; second, Martwick, Haverford. Time, 17 1-5 seconds.
- 880-YARD RUN—Won by Hanway, Lehigh; second, Burke, Lehigh. Time, 2 minutes 8 seconds.
- HIGH JUMP—Won by Hallett, Haverford; second, Carlson, Lehigh. Height, 5 feet 4 1-8 inches.
- DISCUS THROW—Won by Bailey, Lehigh; second, Grumbach, Lehigh. Distance, 110 feet 7 3-4 inches.
- HAMMER THROW—Won by Grumbach, Lehigh; second (tie) Ramsey and Knowlton, Haverford. Distance, 108 feet 10 1-4 inches.
- BROAD JUMP—Won by Hanway, Lehigh; second, Hallett, Haverford. Distance, 19 feet 1 inch.

## SCORE

Lehigh.....	67
Haverford.....	45

**Swarthmore—Haverford**

- 100 YARDS—First, Jones, Haverford; second, Blackwell, Swarthmore. Time, 10 seconds.
- 220 YARDS—First, Jones, Haverford; second, Brown, Haverford. Time, 23 3-5 seconds.
- 440 YARDS—First, Bray, Haverford; second, Pohlig, Swarthmore. Time, 52 2-5 seconds.
- 880 YARDS—First, Price, Haverford; second, Dillingham, Swarthmore. Time, 2.8 1-5.
- 1 MILE—First, Price, Haverford; second, Darlington, Swarthmore. Time, 4.46.
- 2 MILE—First, Fox, Swarthmore; second, Frorer, Swarthmore. Time, 10.22 3-5.
- 120 HURDLES—First, Gowdy, Swarthmore; second, Martwick, Haverford. Time, 16 4-5 seconds.
- 220 HURDLES—First, Martwick, Haverford; second, Brown, Haverford. Time, 28 1-5 seconds.
- SHOT PUT—First, Hunter, Swarthmore; second, McGovern, Swarthmore. Distance, 37 feet 1½ inches.
- HAMMER—First, Hunter, Swarthmore; second, Knowlton, Haverford. Distance, 118 feet 6½ inches.
- POLE VAULT—Tie for first between Hunter, Haverford, and Crossman, Haverford. Height, 10 feet.
- HIGH JUMP—Tie for first between Hallett, Haverford, and Carswell, Swarthmore. Height, 5 feet 7¼ inches.
- BROAD JUMP—First, Pohlig, Swarthmore; second, Gowdy, Swarthmore. Distance, 20 feet 4 inches.

**SCORE**

Haverford.....	54
Swarthmore.....	50

**Middle States Track Meet**

## SCORE

Lafayette .....	23
Lebanon Valley.....	21
Rutgers.....	18
Haverford.....	17½
Washington and Jefferson .....	17
Franklin and Marshall.....	10
Swarthmore .....	10

100-YARD DASH—Won by Blackwell, Swarthmore; second, Springer, Washington and Jefferson; third, Evans, Lafayette; fourth, Jones, Haverford. Time, 10 1-5 seconds.

120-YARD HIGH HURDLES—Won by Rinn, Lafayette; second, Hoinkish, Stevens Technical; third, Maxwell, Lafayette; fourth, Good, Lehigh. Time, 16 2-5 seconds.

MILE RUN—Won by Huber, Rutgers; second, Price, Haverford; third, Floto, Washington and Jefferson; fourth, Mickel, Lehigh. Time, 4 minutes 33 4-5 seconds.

440-YARD DASH—Won by Bray, Haverford; second, Wilson, Washington and Jefferson; third, Coleman, Rutgers; fourth, Vancleef, New York University. Time, 51¾ seconds.

TWO-MILE RUN—Won by Mershon, Rutgers; second, Cox, Franklin and Marshall; third, Walk, Lafayette; fourth, Mallory, Lafayette; Duffy, Gettysburg. Time, 10 minutes 18 3-5 seconds.

220-YARD LOW HURDLES—Won by Maxwell, Lafayette; second, Rinn, Lafayette; third, Many, New York University. Time, 25 3-5 seconds.

220-YARD DASH—Won by Evans, Lebanon Valley; second, Jones, Haverford; third, Boyce, Lafayette; fourth, Reed, Rutgers. Time, 22 2-5 seconds.

880-YARD RUN—Won by Lent, New York University; second, Wettgen, Rutgers; third, Floto, Washington and Jefferson; fourth, Hanway, Lehigh. Time, 2 minutes 1 4-5 seconds.

**HIGH JUMP**—Won by Hallett, Haverford; second, Paulson, Lafayette; third, Nixon, Gettysburg; fourth, Lukens, Rutgers. Distance, 5 feet 11 inches.

**BROAD JUMP**—Won by Springer, Washington and Jefferson; second, Thompson, Stevens; third, Appele, Franklin and Marshall; fourth, Campbell, Rutgers. Distance, 21 feet 9 inches.

**POLE VAULT**—Won by Porterfield, Franklin and Marshall; second, Brumbaugh, Dickinson; third, Dalton, Dickinson; tie for fourth, Snyder, Lafayette; Hunter, Haverford. Distance, 10 feet 10½ inches.

**SIXTEEN-POUND SHOT-PUT**—Won by Von Berghy, Lebanon Valley; second, Sheffer, Gettysburg; third, Kent, Stevens Technical; fourth, Bailey, Lehigh. Distance, 43 feet 9 inches.

**SIXTEEN-POUND HAMMER THROW**—Won by Hunter, Swarthmore; second, Poffinberger, Gettysburg; third, Von Berghy, Lebanon Valley; fourth, Young, Washington and Jefferson. Distance, 134 feet 8½ inches.

**DISCUS THROW**—Won by Von Berghy, Lebanon Valley; second, Sheffer, Gettysburg; third, Mickey, Lebanon Valley; fourth, Young, Washington and Jefferson. Distance, 120 feet 4½ inches.

### Wearers of Track H

W. G. BOWERMAN, '14

J. P. GREEN, '14

E. M. JONES, '14

G. H. HALLETT, '15

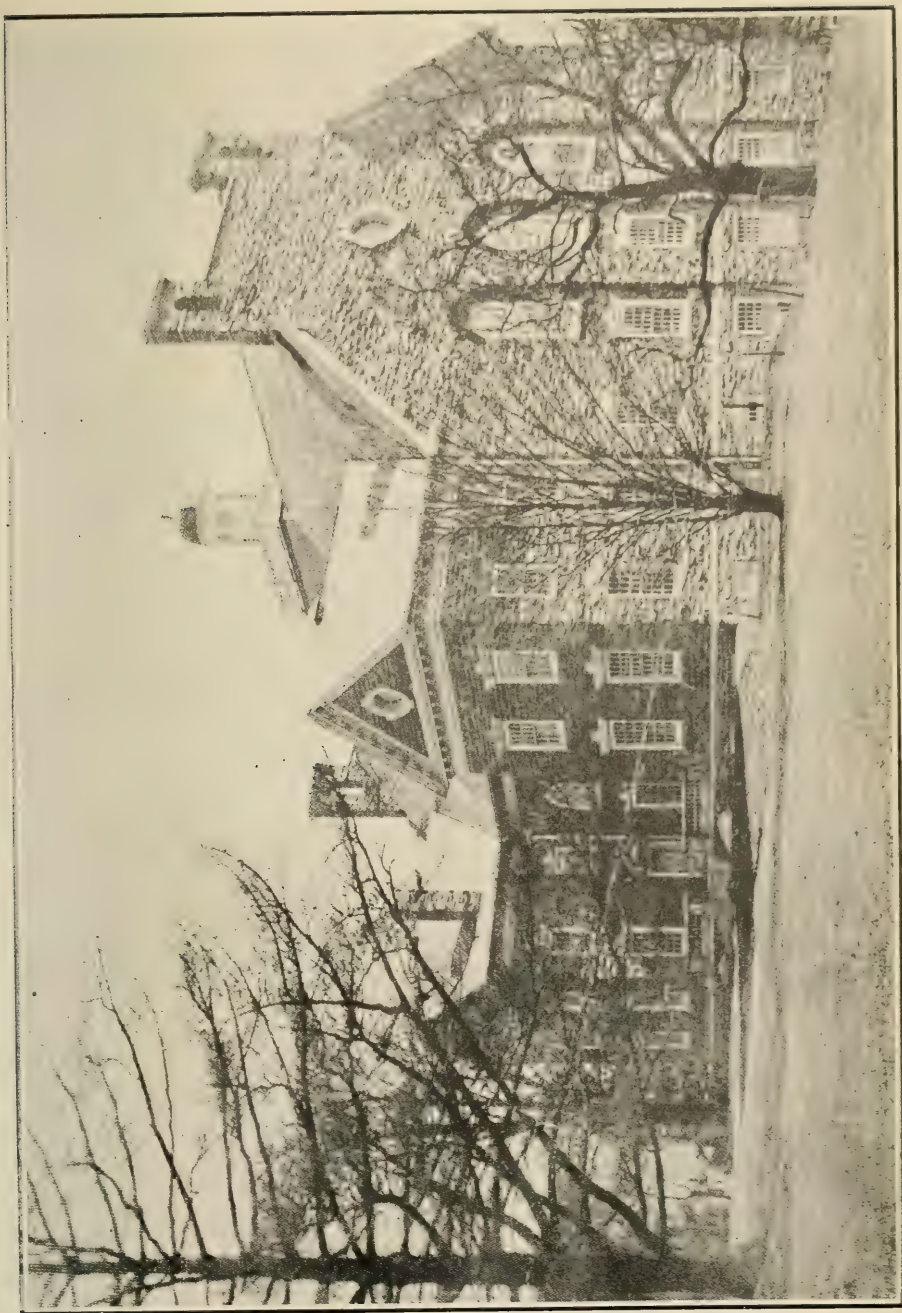
W. M. BRAY, '16

P. A. HUNTER, '16

W. L. WARWICK, '16

E. L. BROWN, '17

E. T. PRICE, '17



TAUBERD, COLLEGE CAMPUS





## Interclass Track Meet

In view of the unfinished conditions of the track, the usual interclass meet was not held, but first and second places and one third place were awarded on the basis of work done during the past season:

- 100-YARD DASH—First, Jones, '14; second, Bray, '16.  
 220-YARD DASH—First, Jones, '14; second, Brown, '17.  
 440-YARD DASH—First, Bray, '16; second, Jones, '14.  
 880-YARD DASH—First, Price, '17; second tie, Bray, '16, Corson, '16.  
 ONE-MILE RUN—First, Price, '17; second, Clement, '17.  
 TWO-MILE RUN—First, Shaffer, '15; second, Bowerman, '14.  
 120-YARD HURDLE—First, Jones, '14; second, Martwick, '16.  
 220-YARD HURDLE—First, tie, Martwick, '16, and Brown, '17.  
 HIGH JUMP—First, Hallett, '15; second, Weikel, '15.  
 SHOT PUT—First, Murray, '17; second, Taylor, '14.  
 HAMMER THROW—First, Knowlton, '16; second, Murray, '17; third, Ramsey, '17.  
 BROAD JUMP—First, tie, Hallett, '15, and Shipley, '16.  
 POLE VAULT—First, tie, Crosman, '17, and Hunter, '16.  
 DISCUS THROW—First, Edgerton, '14; second, Murray, '17.

### SCORE

Freshmen.....	36
Sophomores.....	32
Seniors.....	29
Juniors .....	17

## Sophomore—Freshman Track Meet held October 22, 1913

ONE-MILE RUN—Price, '17; Clement, '17. Time, 5 minutes 7 2-5 seconds.

220-YARD DASH—Bray, '16; Brown, '17. Time 25 seconds.

120-YARD HURDLE—Martwick, '16; Brown, '17. Time, 20 seconds.

880-YARD DASH—Price, '17; Corson, '16. Time, 2 minutes 10 4-5 seconds.

100-YARD DASH—Bray, '16; J. Carey, '16. Time, 10 3-5 seconds.

440-YARD DASH—Bray, '16; Brown, '17. Time, 55 4-5 seconds.

220-YARD HURDLES—Martwick, '16; J. Carey, '16. Time, 32 1-5 seconds.

POLE VAULT—Hunter, '16; Shipley, '16, and Crosman, '17. Distance, 9 feet.

HIGH JUMP—Shipley, '16; Little, '17. Distance, 4 feet 9 inches.

HAMMER THROW—Ramsey, '17; Maxwell, '16. Distance, 79 feet 4 inches.

SHOT PUT—Moon, '16; Ramsey, '17. Distance, 30 feet 11 inches.

DISCUS THROW—Moon, '16; Price, '17. Distance, 84 feet 11 inches.

BROAD JUMP—Shipley, '16; Farr, '16. Distance, 18 feet 10 inches.

### SCORE

Sophomores.....	66½
Freshmen.....	37½

## The Walton Prize Cup

Presented by Mr. Ernest F. Walton, of the Class of 1890, for the encouragement of individual athletic work, and to be awarded annually to the student who wins the highest total of points in athletic competition during the college year, and subject to the following conditions:

1. The athletic events accepted shall be those of the annual interclass athletic meeting, the sophomore-freshman athletic sports, the Pennsylvania relay carnival, the annual Princeton handicap games, and the I. C. A. A. A. A. meeting. Additional events may be accepted at the discretion of the committee of award. (Dual college meets now included.)

2. Points shall count as follows:

INTERCLASS ATHLETIC MEETING—Five, three and one for first, second and third places.

SOPHOMORE-FRESHMAN SPORTS—Three, two and one for first, second and third places.

DUAL COLLEGE MEETS—Five, three and one for first, second and third places, respectively.

PENNSYLVANIA RELAY CARNIVAL—Five, three and one points for each member of the team winning first or second place. Fifteen, nine and three for places in the special events.

M. S. I. C. C.—Fifteen, nine, six and three for first, second, third and fourth places.

PRINCETON HANDICAP MEETING—Ten, six and two for first, second and third places.

I. C. A. A. A. A. MEETING—Twenty-five, twenty, fifteen, ten and five points for first, second, third, fourth and fifth places, respectively.

3. The athletic sub-committee of the general advisory athletic committee of the alumni and students shall constitute the committee of award.

4. The winner of the Cup shall hold the same for one year and his name with total points won shall be inscribed upon it.

5. The Cup shall be returned to the athletic director immediately after the Intercollegiate Meeting (I. C. A. A. A. A.), and shall be re-awarded within the two weeks following the same meeting.

6. The conditions above outlined may be modified at the unanimous wish of the joint student and alumni committee, with the consent of the donor.

### Holders of the Walton Prize Cup

1901—J. W. REEDER.....	1902.....	23
1902—J. W. REEDER.....	1902.....	53½
1903—T. K. BROWN, JR.....	1906.....	42
1904—T. K. BROWN, JR.....	1906.....	45
1905—T. K. BROWN, JR.....	1906.....	58½
1906—T. K. BROWN, JR.....	1906.....	77
1907—WALTER PALMER.....	1910.....	62
1908—WALTER PALMER.....	1910.....	66
1909—G. S. BARD.....	1909.....	55½
1910—WALTER PALMER.....	1910.....	60
1911—F. M. FROELICHER.....	1913.....	67½
1912—F. M. FROELICHER.....	1913.....	66½
1913—F. M. FROELICHER.....	1913.....	66½
1914—E. M. JONES.....	1914.....	73

### Athletic College Records

<i>Event.</i>	<i>Time or Distance.</i>	<i>Made by</i>	<i>Date.</i>
100-Yard Dash .....	10 sec.....	E. M. Jones, '14.....	1914
220-Yard Dash.....	22 1-5 sec.....	E. M. Jones, '14.....	1914
440-Yard Dash.....	50 1-5 sec.....	W. Palmer, '10.....	1910
Half-Mile.....	2 m. 3 4-5 sec.....	E. C. Tatnall, '07.....	1905
Mile.....	4 min. 35 sec.....	P. J. Baker, '10.....	1907
Two-Mile.....	10 min. 22 sec.....	W. K. Miller, '06.....	1906
High Hurdles.....	15 4-5 sec.....	T. K. Brown, Jr., '06....	1905
Low Hurdles.....	26 sec.....	W. Palmer, '10.....	1910
Broad Jump.....	21 ft. 8 in.....	F. M. Froelicher, '13....	1912
High Jump.....	6 ft. 1 in.....	E. B. Conklin, '99.....	1899
Shot Put.....	41 ft. 8½ in.....	F. M. Froelicher, '13....	1912
Hammer.....	123 ft. 6 in.....	H. W. Jones, '05.....	1905
Discus.....	101 ft. 5 in.....	C. W. Edgerton, '14....	1913
Pole Vault.....	10 ft. 10 in.....	O. M. Porter, '13.....	1913

## Cope Prize Bat

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	E. T. COMFORT.....	'78.....	18.83
1878—	E. T. COMFORT.....	'78.....	10.03
1879—	SAMUEL MASON.....	'80.....	14.
1880—	SAMUEL MASON.....	'80.....	17.57
1881—	T. N. WINSLOW.....	'81.....	12.5
1882—	G. B. SHOEMAKER.....	'83.....	9.6
1883—	W. F. PRICE.....	'81.....	11.88
1884—	SAMUEL BETTLE.....	'85.....	17.25
1885—	SAMUEL BETTLE.....	'85.....	23.
1886—	G. S. PATTERSON.....	'88.....	32.8
1887—	A. G. GARRETT.....	'87.....	35.66
1888—	T. E. HILLES.....	'88.....	9.6
1889—	R. L. MARTIN.....	'92.....	13.
1890—	C. H. BURR, JR.....	'89.....	19.14
1891—	J. W. MUIR.....	'92.....	38.5
1892—	J. W. MUIR.....	'92.....	26.25
1893—	J. A. LESTER.....	'96.....	100.5
1894—	J. A. LESTER.....	'96.....	62.2
1895—	J. A. LESTER.....	'96.....	49.83
1896—	J. A. LESTER.....	'96.....	41.1
1897—	C. G. TATNALL.....	'97.....	9.85
1898—	T. WISTAR.....	'98.....	21.75
1899—	F. C. SHARPLESS.....	1900.....	26.
1900—	F. C. SHARPLESS.....	1900.....	37.
1901—	C. C. MORRIS.....	1904.....	21.89
1902—	C. C. MORRIS.....	1904.....	35.29
1903—	C. C. MORRIS.....	1904.....	50.56
1904—	W. P. BONBRIGHT.....	1904.....	31.29
1905—	R. L. PEARSON.....	1905.....	37.
1906—	A. T. LOWRY.....	1905.....	25.8
1907—	A. W. HUTTON.....	1910.....	31.6
1908—	A. W. HUTTON.....	1910.....	19.5
1909—	H. A. FURNESS.....	1910.....	47.4
1910—	H. A. FURNESS.....	1910.....	66.
1911—	H. G. TAYLOR, JR.....	1911.....	28.33
1912—	L. V. THOMAS.....	1914.....	21.3
1913—	S. E. STOKES.....	1914.....	24.55

## Congdon Prize Ball

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877	J. M. W. THOMAS	'78	1.11
1878	E. T. COMFORT	'78	6.47
1879	W. C. LOWRY	'79	5.81
1880	B. V. THOMAS	'83	5.78
1881	W. L. BAILY	'83	5.31
1882	A. C. CRAIG	'84	4.30
1883	W. L. BAILY	'83	8.00
1885	W. F. HILLES	'85	4.50
1886	A. C. GARRETT	'87	8.25
1887	J. W. SHARP, JR.	'88	7.86
1888	H. P. BAILY	'90	5.47
1889	H. P. BAILY	'90	5.86
1890	H. P. BAILY	'90	6.50
1891	D. H. BLAIR	'91	17.50
1892	JOHN ROBERTS	'93	7.33
1893	JOHN ROBERTS	'93	7.90
1894	A. P. MORRIS	'95	5.97
1895	A. P. MORRIS	'95	6.46
1896	J. A. LESTER	'96	6.19
1897	R. S. WENDELL	1900	8.25
1898	L. W. DEMOTTE	1901	5.22
1899	W. S. HINCHMAN	1900	9.40
1900	L. W. DEMOTTE	1901	6.00
1901	L. W. DEMOTTE	1901	8.13
1902	N. A. SCOTT	1902	10.92
1903	H. PLEASANTS, JR.	1906	7.49
1904	F. D. GODLEY	1907	4.83
1905	H. PLEASANTS, JR.	1906	7.47
1906	F. D. GODLEY	1907	8.47
1907	J. B. CLEMENT, JR.	1908	8.2
1908	J. C. THOMAS	1908	7.46
1909	H. HOWSON	1912	8.66
1910	L. R. THOMAS	1913	7.1
1911	W. D. HARTSHORNE, JR.	1911	9.42
1912	J. K. GARRIGUES	1914	10.45
1913	W. C. BRINTON	1915	12.2



## Haines Prize Fielding Belt

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Year</i>	<i>Name</i>	<i>Class</i>
1876—	C. S. CROSMAN....	'78	1895—	J. H. SCATTERGOOD..	'96
1877—	A. L. BAILY.....	'78	1896—	A. G. SCATTERGOOD..	'98
1878—	J. E. SHEPPARD....	'79	1897—	A. G. SCATTERGOOD..	'98
1879—	A. P. CORBITT....	'80	1898—	A. G. SCATTERGOOD..	'98
1880—	W. F. PRICE.....	'81	1899—	W. S. HINCHMAN....	1900
1881—	B. V. THOMAS.....	'83	1900—	W. V. DENNIS.....	1902
1882—	S. B. SHOEMAKER..	'83	1901—	C. C. MORRIS.....	1904
1883—	W. L. BAILY.....	'83	1902—	A. C. WOOD, JR....	1902
1884—	W. S. HILLES.....	'85	1903—	J. B. DRINKER.....	1903
1885—	W. F. PRICE.....	'81	1904—	H. H. MORRIS.....	1904
1886—	J. W. SHARP, JR...'	'88	1905—	A. T. LOWRY.....	1906
1887—	H. P. BAILY.....	'90	1906—	H. W. DOUGHTEN, JR.	1906
1888—	C. H. BURR, JR...'	'89	1907—	J. P. MAGILL.....	1907
1889—	J. S. STOKES.....	'86	1908—	E. A. EDWARDS.....	1908
1890—	J. W. MUIR.....	'90	1909—	H. A. FURNESS.....	1910
1891—	G. THOMAS, 3D....	'91	1910—	H. A. FURNESS.....	1910
1892—	S. W. MORRIS.....	'94	1911—	H. M. THOMAS, JR..	1912
1893—	W. W. SUPPLEE....	'95	1912—	H. W. SECKLE.....	1914
1894—	F. P. RISTINE.....	'94	1913—	S. E. STOKES.....	1914

## Tennis Department

H. ERNEST BELL, '14, *Manager*  
G. C. CAREY, '15; F. M. MORLEY, '15—*Assistant Managers*  
WILMAR M. ALLEN, '16—*Captain*

### Team

W. M. ALLEN, '16, <i>Captain</i>	H. A. JOHNSON, '16
G. H. HALLETT, JR., '15	F. K. MURRAY, '17
J. CAREY, 3D, '16	H. S. WELLER, '17

## Tennis Association

### Schedule—1914

Saturday, May 2—Johns Hopkins, here.

Wednesday, May 6—Pennsylvania, here.

Wednesday, May 13—Lafayette, away.

Saturday, May 16—Lehigh, here.

Tuesday, May 19—Ursinus, away.

Saturday, May 30—Swarthmore, away.

Tuesday, May 19—Haverford 2d vs. Penn 2d, here.

TENNIS TEAM.





**Haverford—Johns Hopkins**

- Morgan, Johns Hopkins, defeated J. Carey, Haverford, 6-1, 9-7.  
 Murray, Haverford, defeated DuBray, Johns Hopkins, 6-3, 9-7.  
 Allen, Haverford, defeated Crawford, Johns Hopkins, 2-6, 6-3, 6-4.  
 Weller, Haverford, defeated Hammond, Johns Hopkins, 4-6, 6-4,  
 6-2.  
 Morgan and DuBray, Johns Hopkins, defeated Carey and John-  
 son, Haverford, 11-9, 6-1.  
 Allen and Murray, Haverford, defeated Corner and Hammond,  
 Johns Hopkins, 7-5, 3-6, 6-0.

## SCORE

Haverford.....	4
Johns Hopkins.....	2

**Haverford—University of Pennsylvania**

- Replogle (Penn) defeated J. Carey, 8-6, 4-6, 6-1.  
 Bell (Penn) defeated Murray, 6-4, 6-1.  
 Disston (Penn) defeated Allen, 7-5, 6-2.  
 Rowland (Penn) defeated Weller, 6-4, 5-7, 6-4.  
 Murray and Carey defeated Replogle and Bell (Penn), 6-1, 6-4.  
 Hallett and Allen defeated Disston and Rowland (Penn), 6-3, 6-2.

## SCORE

Penn.....	4
Haverford.....	2

**Haverford—Lehigh**

- Turnbull, Lehigh, defeated Carey, Haverford, 6-4, 3-6, 6-2.  
 Murray, Haverford, defeated Powers, Lehigh, 10-8, 9-7.  
 Allen, Haverford, defeated Griffin, Lehigh, 6-4, 6-3.  
 Beard, Lehigh, defeated Weller, Haverford, 9-7, 6-4.  
 Turnbull and Powers, Lehigh, defeated Carey and Murray, Haver-  
 ford, 6-1, 6-3.  
 Allen and Weller, Haverford, defeated Griffin and Beard, Lehigh,  
 6-4, 10-12, 6-1.

## SCORE

Haverford.....	3
Lehigh.....	3

## Tennis Tournaments

The doubles tournament in the fall was won by Hallett, '15, and Weikel, '15. The semifinals and finals:

Cary and J. Stokes, Jr.	}	Allen and Thomas	}	Hallett and Weikel
W. M. Allen and Thomas		3-6, 6-4, 6-1		
Reeve and Weller	}	Hallett and Weikel	}	6-2, 5-7, 3-6,
Hallett and Weikel		8-6, 6-2		6-4, 6-4

Murray, '17, captured the singles championship from a field of forty entrants. The semifinals and finals:

Reeve	}	Reeve	}	Murray
Carey		3-6, 6-3, 6-2		
Murray	}	Murray	}	3-6, 6-1, 6-4, 6-3
Weller		6-4, 6-3		

### Penn 2nd, 4; Haverford 2nd, 2

Reeve, Haverford, defeated Rohrheimer, Penn, 7-5, 5-7, 6-4.

Hinlen, Penn, defeated K. Taylor, Haverford, 6-2, 6-3.

Cook, Penn, defeated Johnson, Haverford, 6-2, 6-3.

Kitson, Penn, defeated Miller, Haverford, 6-2, 6-3.

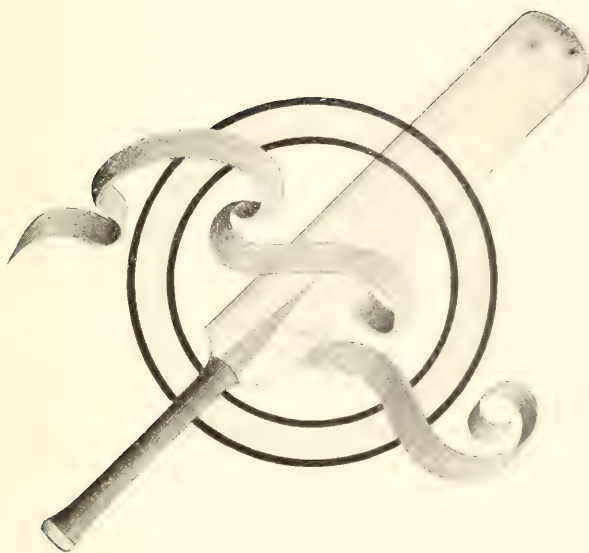
Cook and Kitson, Penn, defeated Reeve and Johnson, Haverford, 10-8, 8-6.

Miller and Stokes, Haverford, defeated Hinlen and Rohrheimer, Penn, 7-5, 6-2.

#### SCORE

Freshman.....	4
Haverford School.....	2





## Cricket Department

S. E. STOKES, '14—*Manager*

N. B. COLEMAN, '15; H. A. HOWSON, '15—*Asst. Managers*

J. K. GARRIGUES, '14—*Captain*

GEORGE BENNETT—*Coach*

## Cricket Schedule, 1914

### First Eleven

April 18—Frankford, here.

April 25—Delaware F. C., here.

May 2—Merion A., here.

May 9—Philadelphia C. C., at Phila. C. C.

May 16—U. of P., here.

May 21—U. of P., at Phila. C. C.

May 23—All-Scholastic, here.

May 30—N. Y. Veterans, here.

June 6—U. of P., here.

June 12—Alumni, here.

### English Trip

June 25—Shrewsbury.

June 27—Rossall.

June 30—Uppingham.

July 2, 3—Malvern.

July 4—Cheltenham.

July 8—Tonbridge.

July 9—Haileybury.

July 13—Hampstead Club.

July 14—Harrow.

July 16—Rugby.

July 18—Eton.

July 20—Forrest Hill.

July 21—Southgate.

July 22, 23—Charterhouse.

July 25—Silwood Park.

July 27—Repton.

July 28—Old Reptonians.

## Haverford's Fifth Crusade in England

I have been asked to write a few words regarding the coming tour of the Haverford Cricket Team to play the English Public Schools—the “Fifth Crusade” of Haverford across the ocean since 1896. It is difficult to compare the various teams that have gone abroad from Haverford; they have varied greatly; some were pretty evenly balanced; the main strength in others consisted in a few of the leading players. Haverfordians generally are familiar with the make-up of the teams, and also with the results in each case.

As I do not need to, I do not propose to mention names; all the important players in each party are well remembered. Among them are included three of the best batsmen America has ever produced, besides many others of a high standard in their day. But what is especially to be noted is the fact that our tours developed and brought out many who have since stood with the best batsmen in Philadelphia cricket since their return from their experience gained on English wickets, and the observation and knowledge of the game which the trips afforded them.

Thus has the name of Haverford as the cradle of American cricket been fully maintained; and the upholding and uplifting of the game in Philadelphia and elsewhere has been greatly enhanced.

As to the present team it appears to me, from pretty close observation, that they are all *rising* in proficiency; and are thus most likely to surpass on the whole their present and past performances. And although it is

much easier to prophesy backward than forward, it cannot be denied that a good many in the past did not come up to their previous records and reputations. This will apply not only to the batting, but to the bowling and fielding as well. We have never had a great bowler with us in England; but generally a number of reliable ones—sometimes more, sometimes less. As to fielding, it goes without saying that there has been our strongest point; we have always on the average outclassed our opponents in this respect, and we are likely to do so again. The schedule differs somewhat from former ones; there are only two two-day matches, and therefore one or two more games than sometimes. But the dates are well distributed, and the traveling about from place to place rather less than usual.

As the fixtures were late in being arranged, some of the Public Schools which we have usually played could not find dates for us—much to their regret as well as ours. To make up for this, several matches have been arranged with some of the best clubs near London. All who have read the cordial letters received from England this year know that Haverford's reputation over there is of the highest; and that her representatives have maintained the standards which have been upheld for over half a century.

I hope and believe that when next August has arrived, our brothers, older and younger, whom we leave behind, will be able to say that there has been no lowering of this standard either on or off the field. We know, brethren, how you cherish the splendid records of Haverford cricket in the past. We know that we go forth with all your best and loving wishes. And we hope to return to receive your warm commendations and congratulations.

HENRY COPE, '69.

## College Cricket

In these days of abnormal nervous energy, of continual change, and of the fad of new things, it is extremely difficult for a game which so generally involves methodical patience and conservative action to flourish healthily. Such a game is cricket. Of late years it has hardly held its place among other sports. In spite of instability in our present day living, cricket still claims a loyal following throughout our college.

The team this year, though lacking in seasoned and experienced veterans, nevertheless is a good eleven. Any defects it may have are somewhat overcome by an unusual keenness and good sportsmanship. Thus far the team has done very well, but the final test will come on the other side of the Atlantic.

The games with the English Public Schools are being looked forward to with great interest and with good hopes of favorable results. Cricket is an uncertain game, and so much depends on winning the toss, on weather conditions and on the judgment of one man that the result of a match is never a foregone conclusion. The English Public Schools have elevens which vary greatly in strength from year to year, and this summer the college may chance upon many good sides or only a few.

The experience gained by such a trip should be extremely beneficial to our college cricket for the next four years. Such, however, has not always been the case in times past. It is entirely up to the fellows who make the team to see to it that the game here in college should profit by such a tour. Their enthusiasm and zeal must help build up a new eleven good enough to make a similar trip in the future, if such a trip be contemplated, worthy of consideration.

C. C. MORRIS.



CRICKET TEAM.





**Haverford—Frankford****Frankford**

S. H. Hart, b Brinton .....	0
F. R. Hansell, b Garrigues .....	1
R. Waad, b Brinton .....	13
L. Dickson, c Webb, b Brinton .....	1
J. H. Brown, c Kirk, b Brinton .....	0
B. Saddington, not out .....	5
W. Foulkrod, b J. Stokes .....	8
Leg-byes .....	3
Total .....	31

**Haverford**

W. C. Brinton, b Waad .....	0
S. E. Stokes, run out .....	37
E. N. Crosman, Jr., run out .....	36
D. C. Wendell, c Dickson, b Foulkrod .....	0
W. M. R. Crosman, c Brown, b Hart .....	10
J. K. Garrigues, c Waad, b Hart .....	17
W. Webb, b Waad .....	3
E. Rice, Jr., b Waad .....	0
J. Carey, 3d, st Hart .....	0
J. Stokes, Jr., not out .....	0
W. T. Kirk, 3d, b Waad .....	7
Leg-byes .....	2
Byes .....	5
Total .....	117

**Bowling Analysis****Frankford**

	B.	M.	W.	R.
Waad .....	61	1	4	36
Hart .....	66	0	3	43
Foulkrod .....	36	0	1	31

**Haverford**

Brinton .....	30	0	4	10
Garrigues .....	24	0	1	15
J. Stokes .....	12	1	1	3

**Haverford—Merion****Merion First**

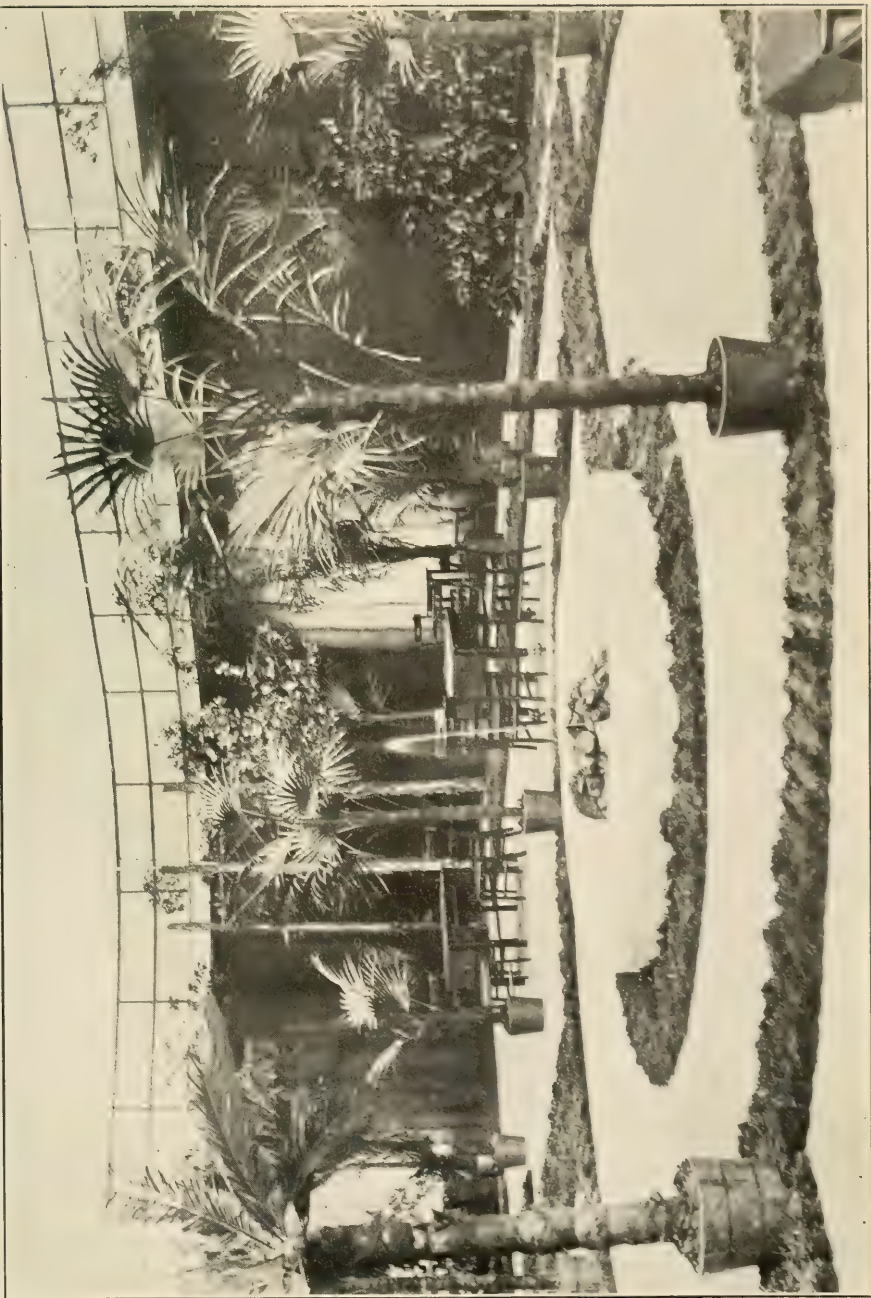
R. M. Gummere, b Garrigues.....	12
J. L. Evans, c E. Stokes, b Garrigues.....	10
W. Webb, b Brinton.....	8
C. C. Morris, run out.....	44
F. P. Sharpless, b J. Carey.....	4
R. L. Melville, b Carey.....	8
A. G. Garrigues, b Brinton.....	2
J. B. Clement, run out.....	2
T. M. Thayer, c E. Stokes, b Garrigues.....	12
G. Bennett, not out.....	20
P. Bishop, not out.....	11
Extras.....	9
<hr/>	
Total.....	142

**Haverford College First**

C. Brinton, c Bennett, b Clement.....	8
E. Stokes, not out.....	45
E. Crosman, c and b Melville.....	0
W. Crosman, b Bishop.....	29
J. K. Garrigues, c Miller, b Bishop.....	0
D. C. Wendell, J. Carey, H. Miller, J. Stokes, N. Coleman, E. Rice, did not bat.	
Extras.....	6
<hr/>	
Total.....	88

**Bowling Analysis****Haverford**

	B.	M.	W.	R.
Brinton.....	96	2	2	57
J. Garrigues.....	66	2	3	39
J. Stokes.....	24	0	0	26
J. Carey.....	36	1	2	19



INTERIOR OF THE GYMNASIUM ON JUNIOR DAY.





**Merion**

	B.	M.	W.	R.
Melville.....	30	0	1	24
J. B. Clement.....	42	1	1	29
Bishop.....	27	0	2	23
R. M. Gummere.....	12	1	0	66

**Haverford—Pennsylvania****Haverford**

W. C. Brinton, b Gittens.....	14
E. Stokes, c Webster, b Long.....	69
E. W. Crosman, l b w, b Long.....	9
W. Webb, b Gittens.....	4
W. Crosman, c Gittens, b Duncan.....	6
J. Garrigues, b Gittens.....	2
D. C. Wendell, c Long, b Sexton.....	20
H. S. Miller, run out.....	7
J. Carey, c Jones, b Long.....	7
E. Rice, not out.....	2
J. Stokes, c Jones, b Long.....	4
Extras.....	9
Total.....	153

**Pennsylvania**

M. Duncan, c E. Crosman, b Garrigues.....	8
W. Long, b Wendell.....	18
J. Yewing, b Garrigues.....	1
H. Malabre, c Garrigues, b Brinton.....	21
W. Rodman, c E. Crosman, b Wendell.....	2
R. Townsend, b Brinton.....	0
C. Gittens, b Wendell.....	5
A. Sexton, c Wendell, b Brinton.....	6
C. Webster, c Garrigues, b Brinton.....	1
M. Prew, not out.....	2
F. Jones, c E. Crosman, b Brinton.....	0
Extras.....	9
Total.....	73

**Bowling Analysis**

	B.	M.	W.	R.
Brinton.....	70	3	5	24
Garrigues.....	42	0	2	32
Wendell.....	24	0	3	8
Duncan.....	60	0	1	53
Gittens.....	78	1	3	50
Long.....	34	0	4	24
Sexton.....	24	2	1	16
Rodman.....	6	0	0	2

**New York Veterans**

C. Simpson, c J. Stokes, b Brinton.....	22
R. Standfast, c Brinton, b Garrigues.....	21
L. Commancho, b Garrigues .....	14
L. Staughton, s E. Crosman, b Garrigues.....	0
F. G. Hales, b Brinton.....	21
F. F. Kelly, c Brinton, b Garrigues.....	13
R. G. Danby, c E. Stokes, b Brinton.....	9
G. Shaw, l b w, b Garrigues.....	4
S. Southern, not out.....	11
W. Pretty, run out.....	1
Extras.....	2
<hr/>	
Total.....	118

**Bowling Analysis**

	B.	M.	R.	W.	Av.
Staughton.....	72	1	57	1	57.
Kelly.....	18	0	22	0	
Commancho.....	54	0	50	2	25.
Shaw.....	30	0	19	0	
Hales.....	48	0	37	4	9.25
Southern.....	18	0	17	1	17.

### Haverford

W. C. Brinton, c Staughton, b Commancho.....	28
S. E. Stokes, b Commancho.....	46
E. Crosman, c Simpson, b Southern.....	61
W. Webb, run out.....	28
D. C. Wendell, b Staughton.....	5
E. Rice, b Hales.....	4
J. K. Garrigues, b Hales.....	0
W. Crosman, b Hales.....	14
H. Miller, b Hales.....	11
J. Carey, not out.....	5
J. Stokes, not out.....	0
Extras.....	7
<hr/>	
Total.....	209

### Bowling Analysis

	B.	M.	R.	W.	Av.
W. C. Brinton.....	108	2	40	3	10.3
D. C. Wendell.....	24	0	23	0	
J. K. Garrigues.....	90	1	53	6	8.9

**Pennsylvania**

M. Duncan, st E. Crosman, b Garrigues.....	36
P. Lee, c Miller, b Garrigues.....	3
A. Lee, c E. Crosman, b C. Brinton.....	2
H. Malabre, c J. Stokes, b C. Brinton.....	14
W. L. Rodman, c Wendell, b J. Stokes.....	13
M. C. Prew, c Miller, b Wendell.....	28
R. Townsend, b C. Brinton.....	13
C. C. Gittens, c Miller, b Wendell.....	24
C. B. Webster, c Wendell, b Garrigues.....	6
C. N. Murphy, not out.....	0
A. R. Sexton, 1 b w, b Garrigues.....	0
Extras.....	21
Total.....	160

**Haverford**

C. Brinton, b A. Lee.....	2
E. Stokes, c P. Lee, b M. Duncan.....	23
E. Crosman, b M. Duncan.....	9
W. Webb, not out.....	49
W. Crosman, b Gittens.....	14
D. C. Wendell, b Gittens.....	0
H. Miller, b Gittens.....	5
J. Garrigues, c Rodman, b P. Lee.....	15
E. Rice, c Prew, b P. Lee.....	4
J. Carey, c , b Gittens.....	15
J. Stokes, b Gittens.....	0
Extras.....	6
Total.....	142

**Interclass Cricket**

Juniors, 120; Seniors, 109.

Sophomores, 104; Freshmen, 38.

Sophomores\*, 96; Juniors, 66.

\* Interclass champions.





# HAVERFORD COLLEGE BULLETIN

VOL. XII

EIGHTH MONTH, 1914

No. 7

## Alumni Number



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Haverford, Pa.

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as Second-Class Matter under Act of Congress of July 16th, 1894



# Proceedings

of the

## Fifty-eighth Annual Meeting

of the

# Alumni Association

of

## Haverford College

Held in the Auditorium of the Haverford Union,

June 12, 1914.



OFFICERS ELECTED AT THE ANNUAL MEETING  
JUNE 12, 1914

*President*

CHARLES J. RHOADS, '93

*Vice-Presidents*

AUGUSTUS T. MURRAY, '85

CHRISTIAN BRINTON, '92

ROSWELL C. MCCREA, '97

*Executive Committee*

ALBERT L. BAILY, '78

LAWRENCE J. MORRIS, '89

LOUIS J. PALMER, '94

FRANCIS R. STRAWBRIDGE, '98

WILLIAM W. JUSTICE, JR., 1900

JOHN L. SCULL, '05

JOHN R. GARRIGUES, '14

*Treasurer*

EMMETT R. TATNALL, '07

*Secretary*

JOSEPH H. HAINES, '98

THE Fifty-eighth Annual Meeting of the Alumni Association of Haverford College was held on Friday, June 12, 1914, in the Auditorium of the Haverford Union. The meeting was called to order about 6.30 by the President, Henry Cope, '69, who presided.

On motion, duly seconded and carried, the roll call was omitted and the reading of the minutes, which had already been printed, was dispensed with.

The following report of the Executive Committee was read:

### REPORT OF THE EXECUTIVE COMMITTEE

*To the Alumni Association of Haverford College:*

Your Executive Committee respectfully reports as follows:

The regular duties of the Committee have received attention, as usual, and several meetings have been held during the year.

The Twenty-seventh Annual Dinner of the Association was held at the Bellevue-Stratford Hotel on Saturday evening, January 31, 1914, and was attended by 250 persons. This, we believe, was more than ever before attended this function. In accordance with the custom of recent years, the speakers at this dinner were all Haverfordians or closely connected with the college. The Association is indebted to the following speakers for addresses:

President Sharpless.

Mr. David Wallerstein.

Prof. Rufus M. Jones, '85.

Dr. R. M. Gummere.



Henry Cope, president of the Association, who presided.

The thanks of the Association are due to the Dinner Committee, W. Nelson L. West, '92, chairman, whose care and attention made the occasion a success for all the Haverfordians who attended. As usual, the subscription of \$3.50 per plate was not enough to meet the expenses of the dinner, but the efforts of the Committee to keep down the necessary expenses and the generosity of some members of the Association in paying for invited guests have kept the deficit to \$29.69, which has been met by the general fund of the Association. As was done last year, the addresses were taken down by a stenographer and have since been published in the COLLEGE BULLETIN. In accordance with the recommendation of last year's Committee, the Bellevue-Stratford has been engaged for the last Saturday in January, 1915, *i.e.*, January 30th, and next year's committee is recommended to do the same for 1916.

The arrangements for Alumni Day have been completed by a special committee and we hope that the entertainment prepared for you shows that they have labored successfully.

The plan adopted last year of having small committees visit the college once a month to make the acquaintance of undergraduates has been continued with great satisfaction to the members of these committees and we hope with profit to the college and undergraduates. We recommend that this custom be continued and that the committees be recommended to make reports of their experiences and recommendations of such action as they may deem suitable for the Alumni Association to take

in connection with any activities or needs of the college, of which they may learn when making their visits.

The publication of the alumni numbers of the COLLEGE BULLETIN under the editorship of Dr. R. M. Gummere has met with such response that hereafter numbers will appear quarterly and your Executive Committee has appointed the following members of the Association to act as an Editorial Board for this publication:

J. W. Sharp, Jr., '88,  
Parker S. Williams, '94,  
J. H. Scattergood, '96,  
R. M. Gummere, '02,  
Emmett R. Tatnall, '07,  
Winthrop Sargent, Jr., '08,  
C. D. Morley, '10,  
K. P. A. Taylor, '15.

which appointments we ask you to confirm.

The chairmen of all committees have been requested to prepare reports for this meeting.

The deaths of the following matriculates have come to the notice of the secretary during the past year:

Thomas L. Baily, '40.....	May 6, 1914
William W. Underhill, '43.....	
Evan T. Ellis, '44.....	October 11, 1913
James W. Deacon, '54.....	October 8, 1912
Samuel Troth, '54.....	December 6, 1911
N. P. Hallowell, '57.....	April 11, 1914
Edgar L. Thomson, '58.....	
William Mellor, '58.....	October 3, 1913
Thomas Wistar, M.D., '58.....	September 27, 1913

John B. Mott, '60.....	February 16, 1913
Edward Starr, '62.....	January 14, 1914
Albin Garrett, '64.....	February 17, 1913
John P. Gillis, '65.....	February 24, 1912
R. Morris Gummere, '66.....	February 16, 1914
Pendleton King, '69.....	July 31, 1913
Stuart Wood, '70.....	March 2, 1914
Alfred P. Morris, '95.....	December 31, 1913
Hibbard Garrett, '15.....	November 26, 1913

For the Committee,

JOSEPH H. HAINES, *Secretary*.

On motion, duly seconded and carried, the report was accepted, the appointments of the Committee confirmed, and the further recommendations in regard to the date of the annual dinner in 1916 and the Visiting Committee referred to the incoming Executive Committee.

The Committee to Nominate Members to the Association presented the following names:

John M. L. Black, '78.	Harold Worthington, '11.
Louis R. Wilson, '99.	Joseph Bennett Hill, '12.
Archer Griffin Dean, '03.	Elisha T. Kirk, '13.
Daniel Lindley Birdsall, '11.	Francis Albert Peaslee, '13.
Christopher Fallon, Jr., '11.	Alfred C. Redfield, '13.
Edwin R. Levin, '11.	William Richards, '13.
Wilmot Alrich McCann, '11.	Frederick P. Stieff, Jr., '13.
Georges M. Weber, '13.	

On motion, duly seconded and carried, the Secretary was instructed to cast an affirmative ballot for the election to membership of these gentlemen, and their election was thereupon announced.

The Treasurer then reported as follows:

### TREASURER'S REPORT

E. R. TATNALL, *Treasurer, in Account with Alumni Association of Haverford College, June 1, 1913, to May 31, 1914.*

DR.

To balance from last account.....	\$77.57
To 295 annual subscriptions.....	\$1,316.10
To subscriptions to ALUMNI BULLETIN.....	97.00
To interest on deposits.....	8.01
	<hr/> 1,421.11

CR.

By Alumni Day, 1913:		\$1,498.68
Supper.....	\$600.00	
Campus Club tea.....	62.50	
Band.....	78.02	
Printing, postage, etc.....	77.44	
Athletic supplies.....	17.00	
	<hr/>	\$834.96
Medal and books for prize for Oratory, 1913	50.00	
Postage and distributing 1,175 copies of Alumni number of COLLEGE BULLETIN	51.25	
Deficit on midwinter dinner.....	111.51	
Lettering tablet for Cricket Pavilion....	4.50	
Sundry stationery and postage.....	23.92	
	<hr/>	\$1,076.14
COLLEGE BULLETIN expenses.....		23.11
Balance Alumni Association.....	\$325.54	
Balance COLLEGE BULLETIN.....	73.89	
	<hr/>	399.43
		<hr/> \$1,498.68

Examined and found correct:

Balance, \$399.43.

E. R. TATNALL, *Treasurer.*

JOHN M. OKIE,  
SAMUEL W. MORRIS, } *Auditing Committee.*

June 4, 1914.

On motion, duly seconded and carried, the Treasurer's report was accepted.

The following report of the Committee to Nominate Officers and an Executive Committee was then presented:

### REPORT OF COMMITTEE TO NOMINATE OFFICERS

*To the Alumni Association of Haverford College:*

GENTLEMEN:

The Committee appointed by your President to nominate Officers and an Executive Committee to serve for the ensuing year make the following recommendations:

For President:

Charles J. Rhoads, '93.

For Vice-Presidents:

Augustus T. Murray, '85.

Christian Brinton, '92.

Roswell C. McCrea, '97.

For Executive Committee:

Albert L. Baily, '78.

Lawrence J. Morris, '89.

Louis J. Palmer, '94.

Francis R. Strawbridge, '98.

William W. Justice, Jr., 1900.

John L. Scull, '05.

John R. Garrigues, '14.

For Treasurer:

Emmett R. Tatnall, '07.

For Secretary:

Joseph H. Haines, '98.

On behalf of the Committee,

SAMUEL MASON, *Chairman*.

PHILADELPHIA, June 8, 1914.

On motion, duly seconded and carried, the report of the Nominating Committee was accepted, and the nominations approved by a *viva voce* vote, thus in accordance with the Constitution electing these gentlemen to the offices for which they were respectively nominated.

The Chairman of the Committee on Athletics presented the following report:

### REPORT ON ATHLETICS

A full account of all Athletic Contests of 1913 and 1914 will be found in the Athletic Number of the COLLEGE BULLETIN, Vol. XII, No. 10. We quote from this bulletin: "The splendid progress made upon the new athletic fields (Soccer, Football and Track); the opening of the New Smith Stand; the renewal of relations with Swarthmore; plans for the English trip of the cricket team and the selection of Haverford for the next annual Middle States' Athletic Championships, mark the striking incidents of the athletic year at Haverford."



## COLLEGE FOOTBALL.

Chairman Thorn says, "For nine successive seasons Haverford has made a reasonably creditable showing in Football, without the stimulus of a final 'big' game on the schedule," and adds, "Happily, we will again close our season with our old-time 'big' game."

He refers to the chance we have given Swarthmore to "be good" and "play ball" with us next year.

The team's record last year was four games won and four lost. "Mike" Bennett, a well-known coach, has been engaged for next season.

## GYMNASIUM.

This department was represented by a well-rounded team, with D. Waples, '14, captain, figuring as the particularly brilliant "Star." Waples won first place on the parallel basis and third on the flying rings at the Inter-collegiate Meet and also won third place as the individual all-round champion. The team defeated Columbia and lost to Pennsylvania and Brown in creditable contests. The usual interesting exhibitions were held through the winter and sixteen schools participated in the Inter-scholastic Meet.

## TRACK.

Haverford won from New York University by score of 70 to 34, was defeated by Lehigh 67 to 45, and won from Swarthmore 54 to 50. The team did very well at the Middle States Track Meet, scoring  $17\frac{1}{2}$  points and ranking number four. The Walton Prize Cup was won by E. M. Jones, '14, with score of 73 points.

Jones also made the college record in the 100-yard dash of 10 seconds and in the 220-yard dash, of 22½ seconds.

#### CRICKET.

The First Eleven won practically all their matches this spring, with the exception of two games lost to Pennsylvania out of three played.

It is regrettable that poor fielding was responsible for losing these games.

The Eleven ordinarily is *good* in the field and has more good batsmen than for some years. They should render a good account of themselves in England this summer, upon which trip they start June 13th, and will meet many of the English schools and clubs which they have met on former tours. Henry Cope, '69, and C. C. Morris, '04, will accompany the team.

#### ATHLETIC FIELDS.

Report was made last June, of progress made in the development of our Athletic Fields. We are glad to report at this time that in addition to the erection of the Smith Memorial Stand and completion of the Class of '88 Athletic Field, the new quarter-mile track with the 220-yard straight-away is finished: Walton Field perfectly graded and drained; and the driveway completed.

This work has been completed, but some funds are yet to be dragged forth from the many who have not given or from the few who have already given! Some whole classes have not given *one cent*.

Surely every man of every class can give one dollar to such a cause as this, which puts Haverford in the

*front* rank regarding Athletic Fields and Equipment. Let us cultivate a habit of *Universal* Support, and so become a body of enthusiastic rooters for a real live College.

JOSEPH W. SHARP, JR.,  
*Chairman, Joint Athletic Committee.*

June 12, 1914.

On motion, duly seconded and carried, this report was accepted.

The following report of the Committee on the Oratorical Prize was then read:

### REPORT OF COMMITTEE ON ALUMNI ORATORICAL PRIZE

*To the Alumni Association of Haverford College:*

Your Committee on the Alumni Oratorical Prize respectfully reports:

The annual contest for the Alumni Prize in Oratory was held in the auditorium of the Haverford Union on Tuesday evening, May 19, 1914, following the contest in extemporaneous speaking for the Everett Medal. The following members of the Committee were present: Messrs. Walter Brinton, Louis J. Palmer and the Chairman.

Messrs. Parker S. Williams, Parke Schoch and Edgar C. Felton acted as judges, and the committee and the judges were entertained at dinner at the College. The contestants and their subjects were as follows:

Donald B. Van Hollen, '15, "Huerta."

Carroll D. Champlin, '14, "The American Commoner."

Ernest N. Votaw, '15, "What shall we do with the Court."

Stewart P. Clarke, '14, "The Family as a Social Unit."

Walter E. Vail, '15, "The United States and the Panama Canal."

Thomas R. Kelly, '14, "The Lure of the Light."

The judges were unanimous in the opinion that the prize should be awarded to Carroll Dunham Champlin.

There was a good attendance at the contest and your committee were of the opinion that although the subject matter and delivery of the orations was not equal to that of some other years, the contestants gave evidence of careful training by Prof. Freeburg.

On behalf of the Committee,

EDWARD Y. HARTSHORNE, *Chairman.*

June 1, 1914.

On the conclusion of this report, which was duly accepted by motion, the President presented the bronze medal to Carroll Dunham Champlin, the winner of the contest.

The Committee on Hall of Fame in the Cricket Pavilion reported as follows:

### REPORT OF COMMITTEE ON HALL OF FAME IN CRICKET PAVILION

*To the Alumni Association of Haverford College:*

The Committee on Hall of Fame in Cricket Pavilion, appointed at your last annual meeting, reports that it has had prepared and placed in the Pavilion during the past year a tablet for the Eleven of 1913 at a cost of

\$4.50. It has, as yet, been unable to secure a satisfactory picture of the Captain of the Eleven of 1912. To cover the expense of this, as well as of a picture of the Captain of the Elevens of 1913 and 1914, of lettering tablets of the 1914 Eleven and the 1914 English team, and of having made a fresh supply of tablets it is recommended that forty dollars be appropriated. This may be sufficient to admit also of the purchase and framing of photographs of some cricketers, who have become eminent since our present collection was gathered.

On behalf of the Committee,

A. G. SCATTERGOOD, *Chairman.*

PHILADELPHIA, June 5, 1914.

Charles J. Rhoads, '93, then called to the attention of the Association the fact that a large proportion of the expense of sending the Cricket Team to England this summer had been assumed by one alumnus and he suggested that those members of the Association who might be willing to contribute to this fund, and thus relieve the burden of one man, should send their contributions to Charles J. Rhoads, care of Girard Trust Company, Broad and Chestnut Streets, Philadelphia.

Richard T. Cadbury, '72, then called to the attention of the Association the Matriculate Catalog which was issued in 1900, and that since that date a large number of names have been added to our matriculates, possibly as many as fifty per cent of those included in this catalog. A large number of changes in address and other partic-

ulars have also occurred since its publication and Mr. Cadbury suggested that it was time to undertake to publish a new Matriculate Catalog. After some discussion, showing that the Association agreed with this suggestion, Mr. James C. Comfort, '73, moved that the question of publishing a new Matriculate Catalog be referred to the Executive Committee with power to act. This being seconded, was agreed to.

The retiring president then called the incoming president, Charles J. Rhoads, '93, to the platform and after the Association had greeted him the meeting adjourned.

JOSEPH H. HAINES, *Secretary*.



## COMMITTEES FOR THE YEAR 1914-15

Appointed by the Incoming President Subsequent to the Annual Meeting, June, 1914

## COMMITTEE TO NOMINATE MEMBERS TO THE ASSOCIATION.

Richard T. Cadbury, '72	David J. Reinhart, '89
<i>Chairman</i>	Oscar M. Chase, '94
William C. Lowry, '79	Alexander G. H. Spiers, '02
Herbert W. Taylor, '14	

## COMMITTEE TO NOMINATE OFFICERS AND AN EXECUTIVE COMMITTEE.

Rufus M. Jones, '85	Parker S. Williams, '94
<i>Chairman</i>	Paul D. I. Maier, '96
Frederic H. Strawbridge, '87	Walter C. Janney, '98
Henry S. Drinker, Jr., '00	

## COMMITTEE ON ALUMNI ORATORICAL PRIZE.

Edward Y. Hartshorne, '81	Alfred Percival Smith, '84
<i>Chairman</i>	Louis J. Palmer, '94
Parker S. Williams, '94	Edward W. Evans, '02

## COMMITTEE ON ATHLETICS.

Joseph W. Sharp, Jr., '88	C. Christopher Morris, '04
<i>Chairman</i>	H. Norman Thorn, '04
Henry Cope, '69	A. Glyndon Priestman, '05
Alfred M. Collins, '97	John L. Scull, '05
Alfred C. Maule, '99	William R. Rossmassler, '07
Richard M. Gummere, '02	E. Nelson Edwards, '10
Alexander C. Wood, Jr., '02	Dr. James A. Babbitt

## COMMITTEE TO AUDIT TREASURER'S REPORT.

F. A. Evans, '99	Samuel W. Morris, '94
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## COMMITTEE ON HALL OF FAME IN CRICKET PAVILION.

Alfred G. Scattergood, '98	Harold Evans, '07
<i>Chairman</i>	Joseph Stokes, Jr. '16











